

Level 2 Technical Certificate in Animal Care

(0172-21)

Sample

Version 1.1

0172-021 Synoptic Assignment Pack

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed but this is not a requirement.

Assignment Brief

You work at a community farm as an animal care assistant. The farm houses a range of animals. New animals will be arriving.

You will be responsible for the care of two new animals. Your supervisor has asked you to produce a care and husbandry plan for each of the animals. The plans will cover the preparation for the animals' arrival and their first two weeks at the farm. You will need to use your plan to carry out all required husbandry tasks to ensure the welfare needs of the animals are met. You will also need to observe the animals to monitor how well they have settled in.

After the animals have been at the farm for two weeks, you need to ensure they are settled and make recommendations for their ongoing care.

Tasks

Task 1

Produce care and husbandry plans for the **two** newly arrived animals, making notes of the reasons for your choices.

Conditions of assessment:

Your tutor will allocate two different animals for this assessment.

You must carry the task out on your own under supervised conditions.

What you must produce for marking:

- Plan in the format of your choice for **each** of the animals

Additional evidence of your performance that must be captured for marking:

- N/A

Task 2

Use your plan to prepare for the **two** animals' arrival, receive the animals, house them and carry out husbandry tasks over a period of two weeks.

Monitor the behaviours of each of the animals over this period recording these on the ethogram provided.

Conditions of assessment:

You must carry the task out on your own under supervised conditions.

What you must produce for marking:

- completed ethogram

Additional evidence of your performance that must be captured for marking:

- Tutor's observation checklist and notes recording the standard and accuracy of your performance.
- Photographic and/or video evidence (optional)

Task 3a

Review your ethogram and explain what the behaviours indicate about how well each animal has settled in.

Task 3b

Make and explain recommendations for the ongoing care of each of the animals.

Conditions of assessment:

You must carry the task out on your own under supervised conditions.

You will have access to your original plan and ethogram.

What you must produce for marking:

- Your review and recommendations for **each** animal in a format of your choice.

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **eleven** and **sixteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

The following timings are provided to support centre planning.

Total – eleven to sixteen hours.

Task 1 4-6 hours (recommended)

Task 2 4-6 hours over two weeks (recommended)

Task 3 3-4 hours (recommended)

All tasks within this assignment should be completed within 4 weeks of the candidate being given the brief.

Resources

The centre must allocate **two** animals to the candidate. The **two** animals used for the assignment must be **from different groups** to ensure full coverage of the topics included:

Group 1: Large animals (eg horses, ponies, other large mammals ie goat, camelids, donkeys, pigs)

Group 2: Exotics (eg Fishes, birds, exotic reptiles, amphibians or exotic mammals)

Group 3: Small domestic mammals (eg rabbits, guinea pigs, rodents)

The same two animals must be used for all three tasks.

Task 2

Candidates must have access to a suitable range of resources to carry out the following tasks:

- handle and restrain the animals safely
- maintain and clean their accommodation
- check the accommodation for safety and security
- provide food and water for them
- Monitor food and water intake.

These tasks should be led by the candidate's own plan, tutors should not prompt candidates to carry out the tasks.

Tutors should plan to observe the candidates carrying out the range of husbandry tasks. It is not necessary to formally observe every interaction over the period. Candidates need to be observed at least twice per week in order to determine their progress and assess their performance.

The accommodation must be occupied by the animals to give an opportunity for the candidate to demonstrate handling skills.

Candidates should observe **each** animal a minimum of two times over a period of two weeks. Observations should be 15-20 minutes. It is not acceptable to observe animals at a time when they would normally sleep or are in hiding. The candidates' findings should be recorded on an Observation Record Sheet (ethogram). The ethogram provided (Appendix A) should be used.

Task 3

Candidates should have access to their plan and ethogram in order to carry out this task.

Centre guidance

This synoptic assessment requires the candidate to make use of their knowledge, understanding and skills that they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing

the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements

The sections:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City& Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a

general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

It is up to the marker to decide if the guidance required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

Guidance on marking

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
20	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1-4 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(5-8 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(9-12 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>	
		<p>Examples of types of knowledge expected: Feeding and watering regimes, equipment and housing, substrates, welfare of animals, signs of health, symptoms and treatment of disorders, routine preventative care, characteristics and typical behaviours of the animal, handling and restraining techniques, first aid procedures and equipment.</p>			
		<p>Bottom of band: Shows a limited range of knowledge from across the qualification with some inaccuracies and omissions of some key areas.</p> <p>Top of band: Shows a range of knowledge from across the qualification with some inaccuracies in some key areas.</p>	<p>Bottom of band: Shows a generally accurate range of knowledge from across the qualification. May contain some minor inaccuracies, but these are infrequent.</p> <p>Top of band: Shows an accurate range of knowledge from across the qualification which is detailed in key areas.</p>	<p>Bottom of band: Shows a detailed and accurate range of knowledge across the qualification and demonstrates a degree of confidence in key areas.</p> <p>Top of band: Shows a detailed, accurate and confident recall of knowledge from across the qualification.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO2 Understanding of concepts, theories and processes relating to the LOs <ul style="list-style-type: none"> • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept? 	<p style="text-align: center;">(1-4 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p style="text-align: center;">(9-12 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>

		<p>Examples of understanding expected: Care and husbandry requirements, atypical behaviours, reasons for atypical behaviours, diseases and disorders - their prevention, signs and treatments, daily checks on animals, principles of feeding and watering, processes used to handle and restrain animals, job skills evaluation, use of correct terminology.</p>		
		<p>Bottom of the band: Shows a limited understanding from across the qualification. Gives simple explanations of key concepts, theories and processes, however these are basic and sometimes incomplete. Some misunderstanding and confusion in key areas, which leads to illogical connections between theory and practice.</p> <p>Top of the band: Shows an understanding from across the qualification. Gives simple explanations of key concepts, theories and processes. Some misunderstandings, however in key areas starting to make limited connections between theory and practice.</p>	<p>Bottom of the band: Shows understanding from across the qualification and in key areas makes logical connections between theory and practice. Explanations of concepts, theories and processes are mostly coherent and well explained, but may lack depth in some areas.</p> <p>Top of the band: Shows understanding from across the qualification makes logical connections between theory and practice. Explanations of concepts, theories and processes are coherent and well explained.</p>	<p>Bottom of the band: Shows understanding from across the qualification and makes causal connections between theory and practice. Explanations of concepts, theories and processes are detailed and very coherent.</p> <p>Top of the band: Shows understanding from across the qualification and makes causal connections between theory and practice. Explanations of concepts, theories and processes are detailed, very coherent and clearly justified.</p>

30	A03 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? 	(1-6 marks) Some evidence of familiarity with practical skills. May show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(7-12 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.	(13-18 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced,
	Examples of skills expected: Checks on condition and health, routine preventative treatments, prepare and maintain accommodation, feeding and watering animals, appropriate approach handling and restraint.			
	Bottom of band: Shows poor attention to detail. There is a lack of effective engagement with the tasks and work produced to a poor to limited standard. Tasks not completed within agreed timeframes or are rushed. Limited health, safety and hygiene compliance. Quality of skills is limited and may be carried out with some awkwardness. Poor care of equipment. Minimal consideration for animal needs. Top of band: Shows fair attention to detail with limited engagement with the tasks. Work produced to an adequate standard. Tasks may not be completed within agreed timeframes or may be rushed. Some health, safety and hygiene compliance. Quality of skills sporadically applied. Minimal care of equipment. Minimal consideration for animal needs.	Bottom of band: Shows fair attention to detail. Effective level of engagement with the tasks. Work produced to a reasonably standard. Completes tasks within agreed timescales. Compliance with health, safety and hygiene requirements. Quality of skills is adequate. Adequate care of equipment and consideration for animal needs. Top of band: Shows attention to detail and engagement. Completes tasks within agreed timescales. Compliance with health, safety and hygiene requirements. Confident application of skills and work produced to a good standard. Appropriate care of equipment. Consistent consideration for animal needs. Demonstrates awareness of industry standards.	Bottom of band: Shows consistent attention to detail and engagement. Completes tasks within agreed timescales. Competent application of health, safety and hygiene requirements. Demonstrates skills to industry standards. Appropriate care of equipment. Consistent consideration for animal needs. Top of band: Shows consistently high level of skills to industry standard, and completes tasks competently and confidently within agreed timescales. Work produced to a high standard. Excellent attention to detail including health, safety and hygiene considerations consistently applied. Consideration for animal needs paramount throughout and appropriate care of equipment. Adapts and makes adjustments to practice.	

<p>20</p>	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. May need prompting.</p>	<p>(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
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		<p>Examples of bringing it all together: Links between theory and practice - handling and restraining of animals to carry out health checks, applies knowledge, understanding and skills to a particular situation to promote appreciation of how they link with experience to improve employability, application of knowledge to unknown situations.</p>		
		<p>Bottom of band: Carries out tasks in isolation with limited understanding of links between theory and practice. Has difficulty adapting to presented situations.</p> <p>Top of band: Carries out tasks showing disjointed links between theory and practice. Has difficulty adapting to presented situations.</p>	<p>Bottom of band: Beginning to demonstrate valid links between key aspects of theory and practice. Starting adapt to presented situations. Applies understanding to practical application in presented situations.</p> <p>Top of band: Routinely makes valid links between key aspects of theory and practice. Shows confidence in adapting to presented situations. Starting to reflect on performance. Applies understanding to practical application competently in presented situations.</p>	<p>Bottom of band: Makes valid links between theory and practice. Confidently adapts to presented situations. Reflects on performance to identify improvements to own practice. Applies understanding to practical application competently in presented situations and provides some justification for their decisions.</p> <p>Top of band: Demonstrates a holistic understanding across tasks in line with industry standards. Integrates, and reflects on knowledge, understanding and skills to inform a full understanding of the wider context when working with animals. Applies understanding to practical application competently in presented situations and provides detailed justification for their decisions.</p>

10 A05 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p align="center">(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
	<p>Examples of attending to detail: Meeting specific requirements of the task, care of equipment, time management, care and welfare when working with animals, accurate feeding, watering and husbandry practices, awareness of animal behaviours and environmental factors.</p>		
	<p>Shows some attention to detail. However planning and application may demonstrate some inaccuracies, gaps and errors. Interpretation of task brief may lack a logical sequence.</p>	<p>Shows adequate attention to detail. Planning and application of skills generally accurate with few gaps. Minimal errors evident. Interprets task brief with adequate logical sequence.</p>	<p>Shows excellent attention to detail. Highly focused on the brief with consistent checking and perfecting to ensure a good outcome based on task objectives. Care and accuracy shown in planning and application.</p>

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Candidate Record Form (CRF)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:
Total Mark:

	Summary justification	AO Mark
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

A01 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected: Feeding and watering regimes, equipment and housing, substrates, welfare of animals, signs of health, characteristics and behaviours of the animal, handling and restraining techniques, first aid procedures and equipment.		
20%	Band1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Examples of understanding expected: Care and husbandry requirements, behaviours, diseases and disorders - their prevention, signs and treatments, daily checks on animals, principles of feeding and watering, processes used to handle and restrain animals, job skills evaluation.		
20%	Band1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected: Checks on condition and health, routine preventative treatments, prepare and maintain accommodation, feeding and watering animals, appropriate approach handling and restraint.		
30%	Band1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks
Mark:	Notes/Comments		
A04 – Bringing it together use of knowledge to apply skills in new context	Examples of bringing it all together: Links between theory and practice - handling and restraining of animals to carry out health checks, applies knowledge, understanding and skills to a particular situation to promote appreciation of how they link with experience to improve employability, application of knowledge to unknown situations.		
20%	Band1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		

A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail: Meeting specific requirements of the task, care of equipment, time management, care and welfare when working with animals, accurate feeding, watering and husbandry practices.		
10%	Band1 1 – 2 marks	Band 2 3 – 4 marks	Band 3 5 – 6 marks
Mark:	Notes/Comments		

Marker Notes

Please refer to the full marking grid for the qualification for full details of marking requirements.

Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

Practical Observation Form (PO)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:

Notes

A01 - Recall

Breadth, depth,
accuracy

A02 - Understanding

Security of concepts,
causal links

A03 - Practical skill

Dexterity, fluidity,
confidence, ease of
application

A04 – Bringing it all together

use of knowledge to
apply skills in new
context

A05 - Attending to detail / perfecting

Repeated checking,
perfecting, noticing

Tutor/Assessor signature:

Date:

Appendix A

OBSERVATION RECORD SHEET (ETHOGRAM)

Animal _____ Age _____

Accommodation Identity _____

Sex _____ Name _____

Week one	
Behaviour	Notes on what this behaviour indicates about how well the animal is setting in.

Week two

Behaviour	Notes on what this behaviour indicates about how well the animal is setting in.

Other comments:

Candidate Name:

Date: