



Qualification Specification:

OCN NI Level 2 Diploma in Animal Care

- **Qualification No: 610/1244/0**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format and Scope	V2.0 – August 2025

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Diploma in Animal Care**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Diploma in Animal Care.

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 2 Diploma in Animal Care

Qualification Number: 610/1244/0

Operational start date: 01 August 2022

Operational end date: 31 July 2027

Certification end date: 31 July 2029

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 3.3 Animal care and veterinary science

NOS: [Lantra - Animal Care](#)

[LANANC37 - Plan and monitor animal diets](#)

[LANAnC11 - Maintain the health and welfare of animals](#)

[LANAnC42 - Provide and manage accommodation for animal boarding services](#)

[LANANC56 - Provide and manage accommodation for animal boarding services](#)

[LANANC51 - Plan and monitor the establishment and management of animal populations](#)

[LANANC30 - Provide and manage accommodation for animals](#)

[LANAnC10 - Observe and recognise the behaviour of animals](#)

[LANAnC41L - Investigate animal related incidents LEGACY](#)

[LANAnC45L - Plan and monitor animal accommodation](#)

5.3 Grading

Grading for this qualification is Fail/Pass/Merit/ Distinction.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level OCN NI Level 2 Diploma in Animal Care qualification is to develop a broad base of animal care skills and techniques.

Qualification's Objectives

The objectives of the OCN NI Level OCN NI Level 2 Diploma in Animal Care are to enable learners to understand:

- animal health
- animal biology
- animal welfare and ethics
- animal behaviour assessment and safe handling
- animal husbandry
- animal care

5.5 Target Learners

This qualification is targeted at individuals who wish to gain employment within the animal care sector or progress to further studies in animal management.

5.6 Entry Requirements

Learners must be at least 16 years old and have or working towards:

- minimum GCSE grade D in English
- minimum GCSE grade D in mathematics
- and two other GCSEs grade F or above or equivalent qualification level

In addition, if the qualification is taken as part of a programme, for those learners who do not already have the above qualifications, they will be given the opportunity to obtain either:

- GCSE Maths and English at Grade C or above, or
- Essential Skills Level 2 Communication and Essential Skills Level 2 Application of Number

5.7 Progression

The OCN NI Level 2 Diploma in Animal Care will enable learners to progress to higher level qualifications including relevant Level 3 Apprenticeships or into employment.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of three year's relevant experience in the animal care sector. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing and have a minimum of three years' relevant experience in the animal care sector, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least three year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Diploma in Animal Care is designed to equip learners with the essential knowledge, skills and practical experience needed to pursue a career in the Animal Care Industry. It builds vocational skills in areas such as Animal health and Biology, Animal Welfare and Ethics and Animal Behaviour and Safe Handling. Furthermore, it prepares learners for employment in roles such as veterinary assistant, animal welfare officer, pet care specialist and roles in zoos and wildlife establishments.

7.2 Qualification Level

In the context of the OCN NI Level 2 Diploma in Animal Care it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2, which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Diploma in Animal Care	
Total Qualification Time (TQT):	470 hours
Total Credits Required:	47 credits
Minimum Guided Learning Hours (GLH):	390 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 2 Diploma in Animal Care** learners must complete all mandatory units– 47 credits.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Diploma in Animal Care

In order to achieve the OCN NI Level 2 Diploma in Animal Care the learner must successfully complete all mandatory units - 47 credits.

Total Qualification Time (TQT) for this qualification:	470 hours
Minimum Guided Learning Hours (GLH) for this qualification	390 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
K/650/3459	CBF854	Animal Health	7	60	Two
R/650/3460	CBF855	Introduction to Animal Biology	11	90	Two
T/650/3461	CBF861	Animal Welfare and Ethics	7	60	Two
Y/650/3462	CBF857	Animal Behaviour Assessment and Safe Handling	7	60	Two
A/650/3463	CBF858	Animal Husbandry	7	60	Two
D/650/3464	CBF859	Animal Care Industry Employment	4	30	Two
F/650/3465	CBF860	Practical Animal Care Project	4	30	Two

9.1 Unit Grading Structure

Each unit will be graded as Pass/Merit/Distinction/Fail. All units are internally assessed within this qualification, and each unit has specified assessment criteria at the Pass, Merit and Distinction unit grades.

Unit grading matrix

Unit grading matrix

- A learner will be considered to have failed a unit if they do not achieve all the pass assessment criteria in that unit
- To achieve a pass in a unit the learner must have successfully completed all the pass assessment criteria in that unit
- To achieve a merit in a unit the learner must have successfully completed all the pass and merit criteria in that unit
- To achieve a distinction in a unit the learner must have successfully completed all the pass, merit and distinction criteria in that unit

Qualification Grading Structure

The Level 2 Diploma will be graded overall as follows:

- Fail
- Pass
- Merit
- Distinction

9.2 Rationale for Grading Across the Units

Learners who have not achieved a pass in all of the required units for the qualification will be considered to have failed.

Learners achieving a pass should have a sound knowledge and understanding of the area being assessed, the majority of assessment criteria (AC) are at pass level. Learners meeting all learning outcomes at pass standards stated in the AC in a unit will gain a pass for that unit.

Learners achieving a merit will have demonstrated that they can complete more complex tasks beyond the pass level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit standards stated in the AC in a unit will gain a merit for that unit.

Learners achieving a distinction will have demonstrated they can complete more complex tasks at a consistently high level, beyond the merit level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit and distinction standards stated in the AC in a unit will gain a distinction for that unit.

9.3 Calculation of the Qualification Grade

The above grades are attained by gaining points for the successful achievement of each unit and the aggregation of those points and conversion to a qualification grade. In order to achieve the qualification, the learner must achieve at least a pass in each unit. The following table details the points allocated for pass, merit and distinction for each of the units within the qualification.

Unit Title	Unit Code	Points per unit grade		
		Pass	Merit	Distinction
Animal Health	K/650/3459	35	42	49
Introduction to Animal Biology	R/650/3460	55	66	77
Animal Welfare and Ethics	T/650/3461	35	42	49
Animal Behaviour Assessment and Safe Handling	Y/650/3462	35	42	49
Animal Husbandry	A/650/3463	35	42	49
Animal Care Industry Employment	D/650/3464	20	24	28
Practical Animal Care Project	F/650/3465	20	24	28

The points per unit are added up and then converted to a qualification grade using the following table.

Points for the Qualification Grade Conversion

Points range - Award	Grade
235 - 263	P
264 - 301	M
302 and above	D

10. Unit Content

10.1 Animal Health

Title	Animal Health		
Level	Two		
Credit Value	7		
Guided Learning Hours (GLH)	60		
OCN NI Unit Code	CBF854		
Unit Reference No	K/650/3459		
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge and skills associated with recognising and maintaining animal health.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand animal health and disease and how it may be assessed.	1.1. Describe the signs of good and poor health in at least three different animal species. 1.2. Describe common signs and treatments of the following for a given animal species: a) a viral disease b) a bacterial disease c) a parasite d) a metabolic disease e) a nutritional disease f) a stress disorder 1.3. Carry out a physical health check to assess the condition of at least three different animal species.	1.M.1 Describe at least three common zoonotic diseases in terms of transmission, signs and treatments.	1.D.1 Assess the signs of ill health in at least two given animals and the actions to be taken whilst ensuring own health and safety.
2. Understand how to promote animal health and wellbeing.	2.1. Describe how common diseases may be prevented in a given animal species to promote animal health and wellbeing. 2.2. Outline factors that may make at least three different animal species susceptible to disease. 2.3. Describe the role of hygiene, isolation and barrier nursing in preventing the spread of disease in animals. 2.4. Illustrate how to administer oral and topical parasite treatments.	2.M.1 Produce a care plan to promote animal health and wellbeing for the given animal species identified in AC 2.1.	2.D.1 Describe how at least three common preventative treatments work to promote animal health and wellbeing.

3. Understand how to apply animal first aid principles and practices.	3.1. Describe the principles of animal first aid and associated limitations. 3.2. Describe the contents of an animal first aid kit. 3.3. Categorise different types of animal emergencies and actions to be taken. 3.4. Carry out appropriate practical first aid for at least three different scenarios.	3.M.1 Describe appropriate methods of animal restraint, moving and transportation for animal first aid casualties.	3.D.1 Summarise possible hazards to human handlers responding to an animal first aid emergency and how these may be minimised.
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Assessment Guidance LANANC37 - Plan and monitor animal diets LANAnC41L – Investigate animal related incidents LEGACY

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio

Learning Outcome	Unit Title: Animal Health
<p>1. Understand animal health and disease and how it may be assessed.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners explore indicators of good and poor health in domestic and exotic species, including species specific signs such as changes in behaviour, coat condition, appetite, and posture. The importance of disease recognition and the role of observation and routine checks are emphasised. Learners describe common disease types including viral, bacterial, parasitic, metabolic, nutritional, and stress related conditions, along with their signs and treatments. Practical skills are developed through health checks using a structured approach, with attention to minimising stress and maintaining hygiene. This will include:</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>1.1. Describe the signs of good and poor health in at least three different animal species.</p> <ul style="list-style-type: none"> include species-specific indicators where possible. For example: Birds: Bright plumage, alertness, vocalisation changes in ill health (including ruffled feathers, closed eyes). Rabbits: Droppings, gait, and fur cleanliness, sometimes subtle but important indicators of health. Sheep: Separating self from flock, hunched posture, teeth grinding. <p>1.2. Describe common signs and treatments of the following for a given animal species: a) a viral disease b) a bacterial disease c) a parasitic infection d) a metabolic disorder e) a nutritional disorder f) a stress disorder Encourage learners to include one named example per disease/disorder category across a range of species (including canine parvovirus, myxomatosis, coccidiosis, bluetongue).</p> <p>Suggest links between husbandry failures and disease risk such as poor cleaning → bacterial infections, ineffective biosecurity, and overstocking → stress</p> <p>1.3. Carry out a physical health check to assess the condition of at least three different animal species.</p> <ul style="list-style-type: none"> recommend use of BCS (Body Condition Score) charts appropriate to species. include a reminder about minimising stress during handling, particularly for prey species like rabbits. <p>Sufficiency (merit) Assessment Criteria:</p> <p>1.M.1 Describe at least three common zoonotic diseases in terms of transmission, signs and treatments.</p> <ul style="list-style-type: none"> recommend highlighting species that are known carriers of zoonoses including reptiles (Salmonella), rodents (Leptospirosis), sheep/goats (Orf), waterfowl (avian influenza). <p>Sufficiency (distinction) Assessment Criteria:</p> <p>1.D.1 Assess the signs of ill health in at least two given animals and the actions to be taken whilst ensuring own health and safety.</p>

	<p>Example 1 – Dog: Signs: Vomiting, lethargy, inappetence, abdominal tension. Action: Isolate, monitor hydration, report for veterinary assessment. Safety: Use PPE when cleaning vomit; handle calmly using slip lead.</p> <p>Example 2 – Rabbit: Signs: Drooling, weight loss, overgrown incisors. Action: Offer soft food, record intake, refer for dental check. Safety: Use towel wrap to prevent injury; minimise handling stress.</p>
2. Understand how to promote animal health and wellbeing.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners develop an understanding of disease prevention through the application of vaccination, appropriate diet, enrichment, hygiene, and parasite control. They explore species-specific risk factors for disease, linking these to the Five Welfare Needs. Learners are introduced to procedures for maintaining infection control, including the use of isolation, barrier nursing, and routine cleaning. Instruction on oral and topical parasite treatments includes preparation, administration, and documentation. Through care plans, learners link health routines to wellbeing outcomes. Learners describe how preventative treatments function to maintain health and reduce the risk of disease in individual animals and groups.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>2.1. Describe how common diseases may be prevented in a given animal species to promote animal health and wellbeing. A range of prevention methods: vaccination schedules, balanced diet, routine parasite control, and environmental enrichment. Susceptibility factors to be directly linked to the Five Welfare Needs. For example, poor environment (including overcrowding) increases stress-related illness; inadequate nutrition affects immunity.</p> <p>2.2. Outline factors that may make at least three different animal species susceptible to disease. Must include species-specific factors such as age, stress, poor hygiene, immunosuppression, and inappropriate diet. Examples to cover at least three species, with clear links between the identified factor and the disease risk. For instance, damp bedding in rabbits increases risk of respiratory infections; high stocking density in poultry increases the spread of parasites; high humidity increases risk of flystrike.</p> <p>2.3. Describe the role of hygiene, isolation and barrier nursing in preventing the spread of disease in animals. Procedures to cover identification of symptoms, immediate isolation of affected animals, implementation of barrier nursing (including PPE, limited contact, and dedicated equipment), and enhanced hygiene protocols. Application to reflect real-world constraints such as limited kennel space or staff availability, with contingency practices in place to maintain biosecurity.</p> <p>2.4. Illustrate how to administer oral and topical parasite treatments. Instruction to include selection of appropriate product, preparation and correct dosage, safe and stress-minimising handling, application method, monitoring post-treatment, and accurate record keeping. Label instructions to be followed precisely. Where relevant, content must address species-specific handling and any withdrawal periods for species used in food production including Levamisole hydrochloride -14 days after last treatment in cattle slaughtered for human consumption, must not be used in animals producing milk for human consumption.</p>

	<p>Sufficiency (merit) Assessment Criteria:</p> <p>2.M.1 Produce a care plan to promote animal health and wellbeing for the given animal species identified in AC 2.1.</p> <p>The care plan should include feeding regimen, vaccination schedule, parasite control, observation and monitoring routine, provision of exercise and enrichment, and hygiene protocols.</p> <p>The plan must be tailored to the species and reflect both individual and group needs within the care setting.</p> <p>Sufficiency (distinction) Assessment Criteria:</p> <p>2.D.1 Describe how at least three common preventative treatments work to promote animal health and wellbeing.</p> <p>Must include explanation of treatment, mechanism and effect.</p> <p>Examples:</p> <ul style="list-style-type: none"> • flea treatment kills/sterilises adult fleas and prevents egg development • worming products disrupt internal parasite lifecycle and reduce re-infestation (explain that whilst this is often referred to as preventative, worming is curative) • vaccines trigger an immune response to prevent clinical disease • must include how each treatment contributes to overall health and reduces disease transmission within populations.
3. Understand how to apply animal first aid principles and practices.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners study the principles and limitations of first aid, including how to respond safely and effectively in an emergency. Key content includes the assessment of emergencies, identification of kit contents, and classification of situations by severity. Learners carry out practical first aid techniques for a range of scenarios, considering species-specific handling and escalation procedures. They explore safe methods for restraining, lifting, and transporting injured animals. Potential hazards to handlers are identified, with preventative strategies to minimise risks during emergency response.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>3.1. Describe the principles of animal first aid and associated limitations.</p> <p>Content covers key principles such as remaining calm, assessing the situation, ensuring safety, controlling bleeding, maintaining airway, and seeking veterinary help promptly. Limitations include recognising when professional intervention is required and understanding the risks of incorrect or delayed treatment.</p> <p>3.2. Describe the contents of an animal first aid kit.</p> <p>A comprehensive first aid kit includes items such as bandages, gauze, scissors, gloves, antiseptic wipes, thermometers, and muzzles. Each item should be linked to its purpose in treating minor injuries or stabilising animals before veterinary care is accessed.</p> <p>3.3. Categorise different types of animal emergencies, and actions to be taken.</p> <p>Emergencies are typically classified as life-threatening, urgent, or minor. Examples and responses should reflect this hierarchy: for instance, severe bleeding or collapse requires immediate action and veterinary referral, while minor cuts may be treated on-site with observation.</p> <p>3.4. Carry out appropriate practical first aid for at least three different scenarios.</p>

	<p>Learners demonstrate safe and effective first aid techniques, applying suitable handling, using correct resources, and recognising when escalation to a veterinary professional is needed. Scenarios may include wound management, heatstroke, or limb injury.</p> <p>Sufficiency (merit) Assessment Criteria:</p> <p>3.M.1 Describe appropriate methods of animal restraint, moving and transportation for animal first aid casualties.</p> <p>Content includes safe and species-appropriate restraint techniques, methods of lifting or moving injured animals without worsening their condition, and considerations for secure and low-stress transport. Approaches should vary according to species, size, and nature of the injury.</p> <p>Sufficiency (distinction) Assessment Criteria:</p> <p>3.D.1 Summarise possible hazards to human handlers responding to an animal first aid emergency and how these may be minimised.</p> <p>Examples include bite or kick injuries, zoonotic disease risk, and manual handling strain. Strategies for minimising risk involve the use of PPE, risk assessment of the environment, understanding behavioural signs, and team handling techniques where appropriate.</p>
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10.2 Introduction to Animal Biology

Title	Introduction to Animal Biology		
Level	Two		
Credit Value	11		
Guided Learning Hours (GLH)	90		
OCN NI Unit Code	CBF855		
Unit Reference No	R/650/3460		
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge and understanding of how the animal body works. Learners will know the structure and function of cells and the different body systems. The learner will also understand the principles of animal reproduction and heredity and adaptations.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be aware of animal organisms, cellular structure and function.	1.1. List the key attributes of organisms. 1.2. Illustrate the structure and function of generalised, typical and specialist animal cells.	1.M.1 Describe the key attributes of organisms. 1.M.2 Describe how specialised cells are adapted to their function and the relationship of specialised cells to tissues in a given animal species.	
2. Understand the structure and function of biological systems.	2.1. Illustrate the structure, function and position of the following biological systems: a) skeletal b) circulatory c) respiratory d) digestive e) excretory f) nervous g) reproductive 2.2. Compare the biological systems of at least three different animal species.	2.M.1 Assess how the structure and function of biological systems are related in different animal species.	2.D.1 Compare and contrast how the structure and function of biological systems are related across different animal species.
3. Understand the role of enzymes within biological animal systems.	3.1. Describe the roles of enzymes within biological systems for animal taxa. 3.2. Summarise the main factors affecting enzyme activity. 3.3. Describe the importance of enzymes within the animal digestive system.	3.M.1 Describe why shape is vital to enzyme function in the animal biological system.	3.D.1 Evaluate the importance of enzymes within the animal digestive system.

4. Understand how animal species adapt to their environment.	4.1. Describe how the anatomy of a given animal species is linked to its environment. 4.2. Describe how at least three different animal species adapt to the following external stimuli: a) structural b) physiological c) behavioural	4.M.1 Describe how at least three different animal species sensory organs adapt to environmental extremes.	
5. Understand animal genetics.	5.1. Describe what determines an animal's genetic makeup including DNA. 5.2. Describe the production of sex cells including: a) stages of meiosis b) sex linked inheritance c) chromosome d) gene e) alleles 5.3. Compare and contrast genotype and phenotype. 5.4. Describe how alleles are expressed and their impact on the following: a) dominant b) recessive c) homozygous d) heterozygous e) breed requirements	5.M.1 Describe how genetic variance impacts on the evolution of animals. 5.M.2 Describe how possible mutations in DNA are caused and their effects.	5.D.1 Assess how selective breeding, genetic engineering and artificial insemination can contribute to desirable animal characteristics.

Assessment Guidance LANAnC41L – Investigate animal related incidents LEGACY

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio

Learning Outcome	Unit Title: Introduction to Animal Biology
1. Be aware of animal organisms, cellular structure and function.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners are introduced to the fundamental characteristics of life through the MRS GREN framework and explore the structure and function of animal cells. The section includes comparisons between generalised and specialised cells and considers how cell adaptations relate to their function. Learners link the role of cells to broader tissue structure in animals.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>1.1. List the key attributes of organisms. Ideally from MRS GREN:</p> <ul style="list-style-type: none"> • movement • respiration • sensitivity • growth • reproduction • excretion • nutrition <p>1.2. Illustrate the structure and function of generalised, typical and specialist animal cells.</p> <p>Draw or label a generalised animal cell, identifying key organelles:</p> <ul style="list-style-type: none"> • cell membrane • cytoplasm • nucleus • mitochondria • ribosomes <p>Describe the function of each labelled part briefly and accurately.</p> <p>Recognise and describe examples of specialised animal cells, including:</p> <ul style="list-style-type: none"> • nerve cells – long, thin; conduct impulses. • red blood cells – biconcave; carry oxygen via haemoglobin. • muscle cells – elongated; contract to enable movement. • sperm/egg cells – reproductive roles; adapted structure. <p>Compare generalised and specialised cells, noting structural adaptations and functional roles.</p> <p>Sufficiency (merit) Assessment Criteria:</p> <p>1. M.1 Describe the key attributes of organisms: Ideally from MRS GREN:</p> <ul style="list-style-type: none"> • movement • respiration • sensitivity • growth • reproduction • excretion • nutrition <p>1.M.2 Describe how specialised cells are adapted to their function and the relationship of specialised cells to tissues in a given animal species:</p> <p>Including:</p> <ul style="list-style-type: none"> • sperm cell tail for motility • red blood cell shape for oxygen transport issues in dogs

<p>2. Understand the structure and function of biological systems.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners explore the major biological systems of animals, including skeletal, circulatory, respiratory, digestive, excretory, nervous, and reproductive systems. Content includes diagrammatic labelling, organ function, and system positioning. Learners compare systems across species to understand structural and functional adaptations to ecological niches or locomotor requirements.</p> <p>2.1. Illustrate the structure, function and position of the following biological systems:</p> <ul style="list-style-type: none"> a) skeletal – support, protection, movement b) circulatory – transport of oxygen, nutrients and waste c) respiratory – gas exchange d) digestive – breakdown of food and nutrient absorption e) excretory – removal of waste products f) nervous – coordination and response g) reproductive – production of offspring <p>2.2. Compare the biological systems of at least three different animal species – including dog, rabbit, bird – highlight adaptations such as hollow bones in birds, large caecum in rabbits, rumen in cattle).</p> <p>Sufficiency (merit) Assessment Criteria:</p> <p>2. M.1 Assess how the structure and function of biological systems are related in different animal species including Dog, Rabbit and Bird.</p> <p>Sufficiency (distinction) Assessment Criteria:</p> <p>2. D.1 Compare and contrast how the structure and function of biological systems are related across different animal species including Dog, Rabbit and Bird.</p>
<p>3. Understand the role of enzymes within biological animal systems.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners study the function of enzymes in key biological processes such as digestion, respiration, and immune function. Content includes factors influencing enzyme activity and how enzyme shape relates to function. This section also covers species-specific digestive enzyme adaptations and the consequences of enzyme deficiency on animal health.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>3.1. Describe the roles of enzymes within biological systems for animal taxa</p> <p>Learners explore the general function of enzymes as biological catalysts that speed up chemical reactions without being consumed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Digestion: Enzymes such as amylase, protease, and lipase break down carbohydrates, proteins, and lipids into absorbable units. • Respiration: Enzymes control metabolic reactions in energy release (including ATP production in mitochondria via enzyme-controlled pathways). • Immune response: including phagocytes, t-cells and antibodies. Enzymes such as lysozymes help destroy pathogens by breaking down bacterial cell walls. The role of enzymes is placed in the context of maintaining homeostasis, promoting efficient function, and supporting life processes across different animal species.

	<p>3.2. Summarise the main factors affecting enzyme activity</p> <p>Learners identify key factors that influence how well enzymes work, including:</p> <ul style="list-style-type: none"> • Temperature: Activity increases with heat until an optimum is reached; too much heat denatures the enzyme. • pH: Each enzyme has an optimum pH including stomach enzymes function best in acidic conditions and intestinal enzymes in alkaline • Substrate concentration: Increasing the amount of substrate generally increases the rate of reaction until all enzyme molecules are occupied. <p>Basic concepts such as enzyme denaturation, optimal conditions, and the impact of extreme environments on reaction rates are introduced.</p> <p>3.3. Describe the importance of enzymes within the animal digestive system.</p> <p>Learners explore how enzymes support the breakdown of food into usable nutrients:</p> <ul style="list-style-type: none"> • Carbohydrates (including amylase) break starch into sugars • Proteases (including pepsin) break proteins into amino acids • Lipases break lipids into fatty acids and glycerol <p>The section highlights the role of specific organs (including stomach, pancreas, small intestine) and their enzyme contributions.</p> <p>Learners describe how enzyme activity supports nutrient absorption, energy release, and overall animal health. Examples of species-specific needs (including high-protein diets in carnivores, role of the rumen in ruminants) may also be introduced.</p> <p>Sufficiency (merit) Assessment Criteria:</p> <p>3. M.1 Describe why shape is vital to enzyme function in the animal biological system (including lock-and-key, enzyme-substrate complex).</p> <p>Sufficiency (distinction) Assessment Criteria:</p> <p>3. D.1 Evaluate the importance of enzymes within the animal digestive system</p> <ul style="list-style-type: none"> • how digestion would fail without enzymes. • species differences (including carnivore vs herbivore digestive enzymes). • medical or welfare consequences of enzyme dysfunction (including EPI, pancreatitis). • interaction between enzyme function and factors such as temperature or pH.
4. Understand how animal species adapt to their environment.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners examine how anatomy, physiology, and behaviour enable animals to survive in their environments. Adaptations are explored across three domains: structural, physiological, and behavioural, using a range of species examples. The role of environmental pressures in shaping traits such as thermoregulation, sensory organs, or activity patterns is addressed.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>4.1. Describe how the anatomy of a given animal species is linked to its environment (including camel's feet, polar bear insulation).</p> <p>4.2. Describe how at least three different animal species adapt to the following external stimuli – Environmental temperature, Water Availability and Food Availability based on the following:</p> <ol style="list-style-type: none"> a) structural – body size, fur thickness, limb shape b) physiological – hibernation, sweating, water retention c) behavioural – burrowing, nocturnal activity, migration

		Sufficiency (merit) Assessment Criteria: 4. M.1 Describe how at least three different animal species' sensory organs adapt to environmental extremes (including bat echolocation, snake heat-sensing pits).
5. Understand animal genetics.	Scope Teaching will cover: Learners are introduced to the principles of inheritance, including DNA structure, gene function, and the role of alleles. The section covers meiosis, sex-linked traits, genotype versus phenotype, and Mendelian patterns. Learners explore how genetic variation contributes to evolution, and how technologies such as selective breeding and genetic engineering influence animal traits and industry practices. Sufficiency (pass) Assessment Criteria: 5.1. Describe what determines an animal's genetic makeup including DNA, such as: <ul style="list-style-type: none"> ○ structure (the genetic code, base sequence) ○ inheritance from parents ○ role of genes 5.2. Describe the production of sex cells including: <ul style="list-style-type: none"> a) stages of meiosis – reduction division, genetic variation b) sex linked inheritance – traits carried on X/Y chromosomes c) chromosome – thread-like DNA structures carrying genes d) gene – section of DNA coding for a protein e) alleles – different forms of a gene 5.3. Compare and contrast genotype (genetic code) and phenotype (observable traits). 5.4. Describe how alleles are expressed and their impact on the following: <ul style="list-style-type: none"> a) dominant – expressed if present b) recessive – only expressed when homozygous c) homozygous – identical alleles d) heterozygous – different alleles e) breed requirements – coat colour, physical traits, pedigree standards Use simple monohybrid crosses to illustrate the above. Sufficiency (merit) Assessment Criteria: 5. M.1 Describe how genetic variance impacts on the evolution of animals (including natural selection, adaptation to environment). 5. M.2 Describe how possible mutations in DNA are caused and their effects (including radiation, replication errors; can be harmful, beneficial or neutral). Sufficiency (distinction) Assessment Criteria: 5. D.1 Assess how selective breeding, genetic engineering, and artificial insemination can contribute to desirable animal characteristics (including temperament, appearance, productivity; consider ethical issues).	

10.3 Animal Welfare and Ethics

Title	Animal Welfare and Ethics		
Level	Two		
Credit Value	7		
Guided Learning Hours (GLH)	60		
OCN NI Unit Code	CBF861		
Unit Reference No	T/650/3461		
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand animal welfare and ethics.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand animal welfare needs and how they may be applied.	1.1. Define what is meant by animal welfare. 1.2. Describe the five animal welfare needs, how they ensure good welfare and their application.	1.M.1 Apply the five animal welfare needs identified in AC 1.2 to a given animal species.	1.D.1 Assess the effectiveness of the application of animal welfare needs applied in AC 1. M.1.
2. Understand the application of animal welfare legislation.	2.1. Describe the key features of animal welfare legislation designed to protect the following: a) pets b) zoos and aquarium animals c) animals in pet shops	2.M.1 Assess how animal welfare is protected by specific legislation in one of the following animal industries: a) pets b) zoos and aquariums c) animals in pet shops	
3. Understand animal ethics.	3.1. Define what is meant by animal ethics. 3.2. Select three stakeholders from a given animal industry and describe their ethical viewpoints.	3.M.1 Describe three ethical issues relating to welfare for a chosen animal industry.	
4. Be able to carry out a welfare appraisal.	4.1. Outline relevant legislation applicable to a given animal welfare scenario. 4.2. Describe the requirements that a given organisation must adhere to regarding relevant legislation. 4.3. Carry out a welfare appraisal on the given animal scenario identified in AC 4.1. and complete associated documentation.	4.M.1 Assess welfare indicators and how measurement techniques have been used in the assessment of the welfare appraisal carried out in AC 4.3.	4.D.1 Develop an action plan including timescales based on the assessment of the welfare appraisal carried out in AC 4.M.1.

Assessment Guidance LANAnC11 - Maintain the health and welfare of animals LANAnC41L – Investigate animal related incidents LEGACY

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio

Learning Outcome	Unit Title: Animal Welfare and Ethics
1. Understand the principles of animal welfare.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners explore the concept of animal welfare using the Five Animal Welfare Needs framework. They apply it to a chosen species and evaluate whether needs are being met.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>1.1. Define what is meant by animal welfare. Animal welfare refers to the physical and mental state of an animal in relation to the conditions in which it lives and dies. Learners are introduced to key definitions, including welfare as a continuum (good to poor), and the difference between welfare and rights.</p> <p>1.2. Describe the five animal welfare needs, how they ensure good welfare and their application:</p> <ul style="list-style-type: none"> • need for a suitable environment; temperature, space, shelter, ventilation. provides safety, comfort, and protection from extreme conditions, reducing stress and illness. • need for a suitable diet; species-appropriate feeding, nutritional balance, access to water. supports health by meeting nutritional needs and preventing issues like malnutrition or obesity. • need to exhibit normal behaviour patterns; enrichment, space to move, social or solitary needs. promotes mental wellbeing and prevents stress or abnormal behaviours through enrichment and space. • need to be housed with or apart from other animals appropriately; appropriate housing depending on species (such as rabbits require companionship, hamsters do not). ensures social needs are met or solitude respected, reducing stress and conflict. • need to be protected from pain, suffering, injury and disease; veterinary care, hygiene, preventative treatments. maintains health through hygiene, preventative care, and timely veterinary treatment. <p>Sufficiency (merit) Assessment Criteria: 1.M.1 Apply the five animal welfare needs identified in AC 1.2 to a given animal species to meet their individual needs (such as rabbit, guinea pig, corn snake).</p> <p>Sufficiency (distinction) Assessment Criteria: 1.D.1 Assess the effectiveness of the application of animal welfare needs applied in AC 1.M.1, identifying areas for improvement.</p>
2. Understand legislation relating to animal welfare.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners explore key UK animal welfare legislation and how it applies to different sectors such as pet ownership, zoos, and pet shops.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>2.1. Describe the key features of animal welfare legislation designed to protect the following:</p> <ul style="list-style-type: none"> • pets • zoos and aquarium animals • animals in pet shops <p>Content includes the Animal Welfare Act 2006, the Zoo Licensing Act 1981, and the Pet Animals Act 1951. Learners identify main legal obligations, duty of care, and enforcement roles. Key terms such as ‘unnecessary suffering’ and ‘licensing conditions’ are introduced.</p>

	<p>Sufficiency (merit) Assessment Criteria: 2.M.1 Assess how animal welfare is protected by specific legislation in one of the following animal industries: • Pets</p> <ul style="list-style-type: none"> • zoos and aquariums • animals in pet shops <p>Learners choose one industry (such as pet shop) and evaluate how legislation protects animals in this context. Considerations include inspections, record keeping, staff competence, enclosure standards, and the consequences of non-compliance.</p>
3. Understand ethical viewpoints relating to animal welfare.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners develop an understanding of animal ethics and explore different stakeholder views and ethical issues in animal-related industries.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>3.1. Define what is meant by animal ethics. Animal ethics is introduced as the moral considerations and value judgments related to the treatment of animals. Learners differentiate between legal compliance and ethical decision-making.</p> <p>3.2. Select three stakeholders from a given animal industry and describe their ethical viewpoints (such as vet, breeder, campaigner).</p> <ul style="list-style-type: none"> • define stakeholders. • stakeholders may include veterinary surgeons, breeders, pet owners, zookeepers, campaign groups, or animal welfare inspectors. learners describe and compare the values, priorities, and dilemmas each may face in the industry. <p>Sufficiency (merit) Assessment Criteria:</p> <p>3.M.1 Describe three ethical issues relating to welfare for a chosen animal industry (such as euthanasia, intensive breeding, enrichment).</p> <p>Examples include euthanasia decisions, intensive or selective breeding, use of exotic species, lack of enrichment, or display vs conservation in zoos. Learners describe each issue, the views surrounding it, and possible welfare impacts.</p>
4. Understand how to appraise animal welfare in practice.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners apply legislation to real scenarios, complete a welfare appraisal using an appropriate checklist, and reflect on indicators and improvements.</p> <p>Sufficiency (pass) Assessment Criteria:</p> <p>4.1. Outline relevant legislation applicable to a given animal welfare scenario.</p> <p>Learners identify which pieces of legislation apply to the scenario and why they are relevant. This includes naming the legislation and summarising its key duties or protections. Content may cover the following core legislation:</p> <ul style="list-style-type: none"> • Animal Welfare Act 2006; applicable in all domestic and captive animal settings. Focus on the duty of care and the Five Welfare Needs. • Pet Animals Act 1951; relevant to pet shops; includes requirements for adequate food, drink, and accommodation.

- Zoo Licensing Act 1981; relevant to zoos and aquariums; includes provision of species-appropriate environments and veterinary care.
- Animal Boarding Establishments Act 1963; relevant to kennels, catteries, and doggy day care; includes licensing, accommodation standards, and supervision.
- The Welfare of Animals (Transport) Order 2006; applicable if animals are moved or transported.
- The Dangerous Wild Animals Act 1976; where appropriate, such as big cats or venomous reptiles kept privately or in zoos.

4.2. Describe the requirements that a given organisation must adhere to regarding relevant legislation.

Requirements include staff training, record keeping, enclosure standards, hygiene routines, health checks, and licensing. Learners link legislation to daily practice within the organisation.

4.3. Carry out a welfare appraisal on the given animal scenario identified in AC 4.1. and complete associated documentation.

Using a species-specific checklist (such as RSPCA, DEFRA-based tool), learners assess physical and behavioural signs of welfare, environmental conditions, and records. Observations are documented accurately.

Sufficiency (merit) Assessment Criteria: 4.M.1 Assess welfare indicators and how measurement techniques have been used in the assessment of the welfare appraisal carried out in AC 4.3.

Welfare indicators include physical health, behaviour, coat condition, interaction, eating/drinking. Measurement techniques may include scoring systems, ethograms, checklists, or direct observation. Learners explain what data was collected and how it supports appraisal outcomes.

Sufficiency (distinction) Assessment Criteria: 4.D.1 Develop an action plan including timescales based on the assessment of the welfare appraisal carried out in AC 4.M.1.

Learners create a structured action plan to address any deficiencies found. Plan includes short- and medium-term goals, specific actions, responsibilities, and timelines (such as within 1 week, 1 month). Links to legislation and welfare needs are included.

10.4 Animal Behaviour Assessment and Safe Handling

Title	Animal Behaviour Assessment and Safe Handling		
Level	Two		
Credit Value	7		
Guided Learning Hours (GLH)	60		
OCN NI Unit Code	CBF857		
Unit Reference No	Y/650/3462		
Unit purpose and aim(s): This unit will enable the learner to understand animal behaviour and communication and carry out the safe handling, restraining and moving of different animal species. The learner will also carry out ethograms.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand animal behaviour and intraspecific communication.	1.1. Describe how the following may be displayed for at least three given animal species: a) dominance b) fear c) submission d) aggression e) stress f) pain 1.2. Summarise the internal and external factors that may affect the behaviour of different animal species. 1.3. Describe for a given animal species how intraspecific communication occurs in the following: a) courtship b) group living c) protecting territory	1.M.1 Describe the role of intraspecific communication in conflict reduction for at least two named animal species.	1.D.1 Assess different factors that may influence abnormal animal behaviour in at least three different scenarios.
2. Be able to safely handle, restrain, and move different animals.	2.1. Identify how common equipment is used in the safe handling, restraining, and moving of animals. 2.2. Develop a risk assessment for the handling, restraining and moving of at least three different animal species ensuring the safety of handler and animal. 2.3. Select and use appropriate equipment for the handling, restraining and moving of the animal species identified in AC 2.1 during the following: a) basic health checks b) grooming c) movement	2.M.1 Illustrate how to correctly approach at least three different animal species taking into account the following: a) individual animals needs b) handler and animal safety c) when it is not appropriate to approach the animal	2.D.1 Assess the impact of handling on the welfare of at least three different animal species including how the use of specific equipment may reduce stress and improve animal welfare.

3. Be able to carry out ethograms for different animal species.	3.1. Prepare and carry out simple ethograms for visual observations of at least two different domestic or captive animal species.	3.M.1 Record and report on the findings of ethograms carried out in AC 3.1, to include: a) table of results b) graph c) interpretation of observations	
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Assessment Guidance **LANAnC10 - Observe and recognise the behaviour of animals**

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio

Learning Outcome	Unit Title: Animal Behaviour Assessment and Safe Handling
<p>1. Understand animal behaviour and intraspecific communication.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>1.1. Describe how the following may be displayed for at least three given animal species:</p> <p>a) Dominance – such as raised posture in dogs, staring, standing over another animal and tail held high in rabbits</p> <p>b) Fear – such as cowering, ears back, wide eyes in dogs, freezing or fleeing in guinea pigs or parrots</p> <p>c) Submission – such as rolling onto back in dogs, avoiding eye contact and grooming gestures in rabbits.</p> <p>d) Aggression – such as raised hackles, growling, lunging in dogs, teeth baring in dogs, teeth grinding in rabbits, striking in reptiles.</p> <p>e) Stress – such as excessive grooming, pacing, hiding, panting, feather plucking in parrots.</p> <p>f) Pain – such as limping, vocalising when touched, reduced activity, hunched posture in rabbits, fluffed feathers in birds.</p> <p>Teaching content:</p> <p>Learners must be able to recognise common behavioural signs across at least three species including large animals, livestock such as sheep and cattle, goats, and horses. They should explain what these behaviours indicate. Encourage use of species-specific terms and link behaviour to physical cues and observable postures.</p> <p>1.2. Summarise the internal and external factors that may affect the behaviour of different animal species.</p> <p>Teaching content:</p> <ul style="list-style-type: none"> • Internal factors: hormones (such as oestrus cycle in dogs), illness or pain (such as lethargy or aggression), age, genetics (such as breed traits). • External factors: environmental temperature, enclosure size, noise levels, handling routine, social groupings, human interaction. <p>Learners should compare species' sensitivity to different influences and link them to behavioural outcomes.</p> <p>1.3. Describe for a given animal species how intraspecific communication occurs in the following:</p> <p>a) Courtship – such as tail flagging in reptiles, vocalisations in birds, licking/sniffing behaviour in dogs.</p> <p>b) Group living – such as grooming in rabbits, social play in dogs, vocal flock calls in parrots.</p> <p>c) Protecting territory – such as scent marking in cats and dogs, vocal warnings in parrots, body blocking in rabbits.</p> <p>Teaching content:</p> <p>Select one species (such as dog or rabbit) and focus on visual, vocal, and chemical cues used in each social context. Teach learners how these signals are understood between animals of the same species.</p> <p>Sufficiency (Merit) Assessment Criteria</p> <p>1.M.1. Describe the role of intraspecific communication in conflict reduction for at least two named animal species.</p> <p>Teaching content:</p> <ul style="list-style-type: none"> • Dogs: calming signals such as lip licking, yawning, turning away, or play bows to de-escalate tension. • Parrots: feather fluffing, moving away, or soft vocalisations. • Rabbits: turning their back, retreating, or passive submission posture. <p>Learners should describe how these behaviours reduce the chance of physical aggression and support group cohesion.</p> <p>Sufficiency (Distinction) Assessment Criteria</p> <p>1.D.1. Assess different factors that may influence abnormal animal behaviour in at least three different scenarios.</p>

	<p>Teaching content:</p> <ul style="list-style-type: none"> • Internal causes: chronic pain, genetic predisposition, neurological issues, Polydipsia as a result of hormonal imbalance or diabetes. • External causes: confinement, boredom, poor socialisation, inconsistent handling. • Behaviour examples: feather plucking in parrots (stress or boredom), cage biting in rabbits (lack of space), aggression in dogs (past trauma). <p>Learners must suggest appropriate interventions (such as enrichment, vet check, training) and assess severity and causes.</p>
2. Be able to safely handle, restrain, and move different animals.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>2.1. Identify how common equipment is used in the safe handling, restraining, and moving of animals.</p> <p>Teaching content:</p> <p>Learners should be introduced to species-appropriate equipment including:</p> <ul style="list-style-type: none"> • Gloves – to prevent bites/scratches (such as cats, small mammals) • Towels – for safe restraint (such as rabbits, birds, small dogs) • Slip leads – for quick restraint and safe movement of dogs • Carriers – for secure transportation (such as cats, reptiles, small mammals) • Catch poles – for handling aggressive or fearful dogs (only by trained personnel) • Grooming restraints – nooses, loops, tables • Muzzles – fabric and basket <p>Teach how each item protects both animal and handler and when not to use certain equipment (such as catch poles inappropriate for rabbits).</p> <p>2.2. Develop a risk assessment for the handling, restraining and moving of at least three different animal species ensuring the safety of handler and animal.</p> <p>Teaching content:</p> <p>Teach learners to complete risk assessments for:</p> <ul style="list-style-type: none"> • Species-specific handling risks (such as rabbit spinal injuries, dog bites, parrot beaks) • Activity-based risks (such as grooming vs transport) • PPE (such as gloves, apron) • Control measures (such as two-person lift, quiet environment) <p>Learners should identify hazards, who may be harmed, and list practical steps to reduce risk.</p> <p>2.3. Select and use appropriate equipment for the handling, restraining and moving of the animal species identified in AC 2.1 during the following:</p> <p>a) basic health checks</p> <p>b) grooming</p> <p>c) movement</p> <p>Teaching content:</p> <p>Delivered through practical observation. Learners must show:</p> <ul style="list-style-type: none"> • Correct equipment selection (such as towel for restraint, lead for movement) • Confident approach and technique (such as lifting a rabbit safely, approaching a dog calmly) • Safe practice during grooming or transport (such as using a carrier appropriately, secure restraint during nail clipping) <p>Assessors observe and provide feedback after each activity.</p> <p>Sufficiency (Merit) Assessment Criteria</p> <p>2.M.1. Illustrate how to correctly approach at least three different animal species taking into account the following:</p>

	<p>a) individual animal needs (such as nervous dogs, moulting reptiles)</p> <p>b) handler and animal safety</p> <p>c) when it is not appropriate to approach the animal</p> <p>Teaching content:</p> <p>Teach learners how to read body language and assess context before approaching:</p> <ul style="list-style-type: none"> • Dogs: signs of fear (tucked tail, avoiding eye contact) • Parrots: flattened feathers, rigid posture, hissing • Guinea pigs: hiding, frozen posture <p>Discuss when to wait, use alternatives (such as coaxing, distraction), or escalate to a supervisor.</p> <p>2.D.1. Assess the impact of handling on the welfare of at least three different animal species, including how the use of specific equipment may reduce stress and improve animal welfare.</p> <p>Teaching content:</p> <p>Compare how different species react to handling:</p> <ul style="list-style-type: none"> • Cats: towel wrapping reduces escape behaviours and injury • Rabbits: stress if not supported correctly, calm if restrained securely • Reptiles: minimal handling, secure transport boxes prevent injury <p>Teach how to assess signs of stress and explain how equipment and approach can either worsen or reduce that stress. Encourage best-practice recommendations.</p>
3. Be able to carry out ethograms for different animal species.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>3.1. Prepare and carry out simple ethograms for visual observations of at least two different domestic or captive animal species.</p> <p>Teaching content:</p> <p>Learners should create operational definitions and use simple, clearly observable behaviours, such as:</p> <ul style="list-style-type: none"> • resting • feeding • grooming • exploring • hiding • vocalising <p>They must create a tally chart, use 15–30-minute sessions, and observe without interfering. Encourage use of domestic or familiar species (such as dogs, guinea pigs, rabbits).</p> <p>Sufficiency (Merit) Assessment Criteria</p> <p>3.M.1. Record and report on the findings of ethograms carried out in AC 3.1, to include:</p> <p>a) table of results</p> <p>b) graph</p> <p>c) interpretation of observations</p> <p>Teaching content:</p> <p>Learners must:</p> <ul style="list-style-type: none"> • total the tallies and convert data to a bar chart • describe patterns (such as “animal spent 60% of time resting”) • link findings to welfare indicators (such as low activity may suggest boredom or contentment depending on species and setting) <p>Encourage reflection on species needs, time of day, and external influences.</p>

10.5 Animal Husbandry

Title	Animal Husbandry		
Level	Two		
Credit Value	7		
Guided Learning Hours (GLH)	60		
OCN NI Unit Code	CBF858		
Unit Reference No	A/650/3463		
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand animal husbandry, and how this can be applied in practice. Learners will develop the skills to correctly prepare accommodation, provide suitable food and water, and maintain the physical wellbeing of different animal species.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand animal husbandry.	1.1. Describe what is meant by animal husbandry.		
2. Understand how to prepare, clean, and maintain animal accommodation.	2.1. Prepare, clean and maintain accommodation safely for different animal species including waste disposal. 2.2. Select with justification appropriate bedding for the accommodation of at least three different animal species.	2.M.1 Assess the suitability of accommodation and how it should be prepared, cleaned and maintained to meet the needs of different animal species.	2.D.1 Evaluate the consequences of poor accommodation hygiene for the animals identified in AC 2.M.1 including at least one zoonotic disease issue.
3. Understand the selection, preparation, and provision of food and water for animals.	3.1. Select and prepare the correct feeding and watering equipment for at least three different animal species. 3.2. Demonstrate competent and safe working practices and scheduling when providing food and water for the animal species identified in AC 3.1.	3.M.1 Assess the nutritional needs of the animal species identified in AC 3.1 taking into account life stage and health.	
4. Understand the maintenance of the physical wellbeing of animals.	4.1. Select with justification and use correct grooming equipment safely for at least three different animals. 4.2. Describe using examples, the importance of non-medical preventative treatments in maintaining animal health. 4.3. Carry out physical wellbeing health checks and non-medical preventative treatments on at least three different animal species and record findings appropriately.	4.M.1 Assess the physical wellbeing implications for at least three different animals when grooming is neglected.	4.D.1 Assess the physical wellbeing importance for at least three different animals of enrichment, exercise, and mental stimulation.

5. Be able to develop and use a system for recording animal feeding and husbandry activities.	5.1. Develop and use an appropriate system for recording animal feeding and husbandry activities.		
Assessment Guidance LANAnC42 - Provide and manage accommodation for animal boarding services LANANC56 - Provide and manage accommodation for animal boarding services LANANC30 - Provide and manage accommodation for animals			
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.			
Assessment Method	Definition	Possible Content	
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log	
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary	
E-assessment	The use of information technology to assess learners' work	Electronic portfolio	

Learning Outcome	Unit Title: Animal Husbandry
1. Understand animal husbandry.	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners are introduced to the principles of animal husbandry, including the purpose and importance of routine care, and how husbandry supports health, welfare, and early detection of issues.</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>1.1. Describe what is meant by animal husbandry. Content includes a definition of animal husbandry as the routine care, management, and handling of animals to support their health and welfare. Learners explore daily tasks such as:</p> <ul style="list-style-type: none"> • feeding and watering • cleaning and waste removal • grooming and coat maintenance • health checking and observation • record keeping and communication <p>The importance of consistency, calm handling, and species-specific routines is emphasised. Emphasis on the role of husbandry in promoting welfare, reducing stress, and preventing illness.</p>
2. Understand how to prepare, clean, and maintain animal accommodation.	<p>Scope</p> <p>Teaching will cover:</p> <p>This section focuses on accommodation preparation, cleaning routines, bedding choices, and hygiene to prevent disease and promote comfort. Learners explore species-specific housing needs and health risks linked to poor maintenance.</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>2.1. Prepare, clean and maintain accommodation safely for different animal species including waste disposal.</p> <p>Learners engage in practical cleaning tasks for a range of species, applying correct PPE, tools, and techniques. Activities include safe disposal of waste such as bedding, faeces, food), use of appropriate disinfectants, and safe handling of animals during cleaning.</p> <p>2.2. Select with justification appropriate bedding for the accommodation of at least three different animal species.</p> <p>Learners choose bedding type by identifying species-specific needs, justifying choices based on hygiene, safety, comfort, absorbency, cost, and enrichment value. It is suggested that a range of different animals with different</p>

	<p>requirements are chosen to support understanding such as Corn snake, rodent, cat.</p> <p>Sufficiency (Merit) Assessment Criteria 2.M.1. Assess the suitability of accommodation and how it should be prepared, cleaned and maintained to meet the needs of different animal species.</p> <p>Learners examine different housing setups (such as vivarium, hutches, kennels), identifying areas of good practice and concern. Factors assessed include ventilation, safety, drainage, enrichment, lighting, and access.</p> <p>Sufficiency (Distinction) Assessment Criteria 2.D.1. Evaluate the consequences of poor accommodation hygiene for the animals identified in AC 2.M.1 including at least one zoonotic disease issue.</p> <p>Teaching includes health risks such as respiratory disease (from ammonia build-up), parasitic infestations, stress, and behavioural issues. Zoonotic examples such as salmonella (from reptiles) and leptospirosis (from rodents or urine-contaminated bedding) are explored.</p>
<p>3. Understand the selection, preparation, and provision of food and water for animals.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Learners explore feeding tools, hygiene routines, and how to meet nutritional needs based on life stage and health. Emphasis is placed on correct practice and record keeping.</p> <p>Sufficiency (Pass) Assessment Criteria 3.1. Select and prepare the correct feeding and watering equipment for at least three different animal species.</p> <p>Content covers species-specific food and water containers (such as sipper bottles for small mammals, heavy ceramic bowls for dogs), hygiene standards, and daily cleaning routines. It is suggested that a range of different animals with different requirements are chosen to support understanding such as Corn snake, rodent, cat.</p> <p>3.2. Demonstrate competent and safe working practices and scheduling when providing food and water for the animal species identified in AC 3.1.</p> <p>Practical assessment includes food prep, delivery, cleaning, and observation. Learners show consistency in timing, quantity, and monitoring of intake or changes in appetite.</p> <p>Sufficiency (Merit) Assessment Criteria 3.M.1. Assess the nutritional needs of the animal species identified in AC 3.1 taking into account life stage and health.</p> <p>Exploration of life stage differences (juvenile, adult, senior), health-related dietary changes (such as low-fat for obese animals), and the role of essential</p>

	<p>nutrients. Examples include calcium requirements in reptiles, fibre in rabbits, and taurine in cats.</p>
<p>4. Understand the maintenance of the physical wellbeing of animals.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Focuses on grooming, non-medical care, and wellbeing assessments. Learners explore preventative practices, signs of neglect, and mental stimulation through enrichment and exercise.</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>4.1. Select with justification and use correct grooming equipment safely for at least three different animals.</p> <p>Content includes brushes (slicker, rubber mitt, comb), nail clippers, misting bottles (for reptiles), and cleaning tools (ear wipes, soft cloths). Justifications relate to coat type, skin condition, and behaviour.</p> <p>4.2. Describe using examples, the importance of non-medical preventative treatments in maintaining animal health.</p> <p>Treatments include parasite control (spot-on, oral), nail trimming, tooth care, weight monitoring, and ear cleaning. Learners understand these as part of routine preventative health maintenance.</p> <p>4.3. Carry out physical wellbeing health checks and non-medical preventative treatments on at least three different animal species and record findings appropriately.</p> <p>Cross-reference with Animal Health AC 1.3. Learners conduct basic health checks and complete logs including observations on coat, mobility, hydration, body condition, eyes, and behaviour. Tasks may include nail trims, brushing, or weight checks.</p> <p>Sufficiency (Merit) Assessment Criteria</p> <p>4.M.1. Assess the physical wellbeing implications for at least three different animals when grooming is neglected.</p> <p>Neglect outcomes include matting, discomfort, infection, overgrown nails affecting mobility, and poor coat/feather condition. Learners identify the welfare implications and signs of neglect.</p> <p>Sufficiency (Distinction) Assessment Criteria</p> <p>4.D.1. Assess the physical wellbeing importance for at least three different animals of enrichment, exercise, and mental stimulation.</p> <p>Focus on species-specific needs (such as puzzle feeders for dogs, climbing for ferrets, digging for rabbits). Links made between inadequate enrichment and behavioural indicators such as pacing, overgrooming, or withdrawal.</p>
<p>5. Be able to develop and use a system for</p>	<p>Scope</p> <p>Teaching will cover:</p>

<p>recording animal feeding and husbandry activities.</p>	<p>Learners practise creating and using accurate log sheets or digital systems to track daily routines, health checks, feeding, cleaning, and observations. Importance of clear records for handover and welfare auditing.</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>5.1. Develop and use an appropriate system for recording animal feeding and husbandry activities.</p> <p>Learners produce log templates. Records cover:</p> <ul style="list-style-type: none"> • species and ID • time and date of care activity • task completed (such as cleaned enclosure, fed, medicated) • notes on behaviour, food intake, faecal output emphasis on legibility, accuracy, and use in team communication and monitoring trends over time.
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10.6 Animal Care Industry Employment

Title	Animal Care Industry Employment		
Level	Two		
Credit Value	4		
Guided Learning Hours (GLH)	30		
OCN NI Unit Code	CBF859		
Unit Reference No	D/650/3464		
Unit purpose and aim(s): This unit will enable the learner to gain the skills needed to identify, participate in and review work placement in the animal care industry.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different job roles in the animal care industry.	1.1. Identify the main job roles within the animal care industry and skills required.	1.M.1 Compare and contrast the requirements for three different job roles within the animal care industry.	1.D.1 Assess a given animal care industry job role in relation to the training and experience including opportunities for progression.
2. Be able to apply for work placement in the animal care industry.	2.1. Research different sources to identify a possible work placement. 2.2. Apply for the work placement identified in AC 2.1 using the required method. 2.3. Prepare for an interview for the work placement identified in AC 2.1.	2.M.1 Perform effectively as an interviewee for the work placement identified in AC 2.1 using appropriate communication and interpersonal skills.	2.D.1 Assess own preparation for and performance in the work placement interview.
3. Be able to undertake and assess own work placement in the animal care industry.	3.1. Undertake a work placement in the animal care industry. 3.2. Maintain a record of work placement undertaken in AC 3.1 including: a) timesheets b) diary of work activities c) witness statements 3.3. Create a self-development plan on own work placement assessing the following: a) new skills, knowledge and training required b) experience to be gained	3.M.1 Create a report on work placement undertaken in AC 3.1 including the following: a) name of work experience provider b) nature of the organisation c) work placement role d) health and safety requirements e) skills and knowledge developed	3.D.1 Assess the effectiveness of own performance during work placement undertaken in AC 3.1 identifying possible areas for own development.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Animal Care Industry Employment
1. Understand different job roles in the animal care industry.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria 1.1. Identify the main job roles within the animal care industry and skills required Learners should be taught to recognise a range of job roles such as veterinary nurse, animal care assistant, zookeeper, hydro therapist, animal behaviourist, and kennel worker. Key skills should include: communication, teamwork, observation, manual handling, time management, and empathy. Understanding should link each job to its typical duties, environment, and the kind of animals involved.</p> <p>Sufficiency (Merit) Assessment Criteria 1.M.1. Compare and contrast the requirements for three different job roles within the animal care industry Learners should explore:</p> <ul style="list-style-type: none"> • entry-level qualifications (such as Level 2 Diploma, GCSEs, or relevant experience) • progression routes (such as apprenticeships, higher education) • key skills and knowledge per role • differences in working environments (such as clinical vs outdoor vs office-based) • emotional and physical demands <p>Encourage critical thinking around job suitability based on personal strengths.</p> <p>Sufficiency (Distinction) Assessment Criteria 1.D.1. Assess a given animal care industry job role in relation to the training and experience including opportunities for progression Learners should complete a more detailed evaluation of a single job role, including:</p> <ul style="list-style-type: none"> • pathways into the role (such as formal training, volunteering, specialist courses) • required certifications or licences (such as animal first aid, DEFRA/DAERA transport) • on-the-job experience and transferable skills • long-term career development and specialisation opportunities
2. Be able to apply for work placement in the animal care industry.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria 2.1. Research different sources to identify a possible work placement Learners should explore sources such as online job boards, local rescue centres, veterinary practices, social media, and college noticeboards. Research should include business type, location, and reason for choosing it.</p> <p>2.2. Apply for the work placement identified in AC 2.1 using the required method Learners should demonstrate correct use of application processes:</p> <ul style="list-style-type: none"> • writing a CV and cover letter • completing a formal or informal application • professional tone, formatting, and spelling <p>2.3. Prepare for an interview for the work placement identified in AC 2.1 Learners should prepare by:</p> <ul style="list-style-type: none"> • researching the provider • practising common questions • identifying appropriate dress and behaviour

	<ul style="list-style-type: none"> • preparing thoughtful questions to ask the interviewer <p>Sufficiency (Merit) Assessment Criteria</p> <p>2.M.1. Perform effectively as an interviewee for the work placement identified in AC 2.1 using appropriate communication and interpersonal skills</p> <p>This should be assessed via a mock interview. Learners must show:</p> <ul style="list-style-type: none"> • good posture and eye contact • polite, clear communication • positive attitude and professionalism • evidence of research about the provider • ability to speak confidently about their skills and interests <p>Sufficiency (Distinction) Assessment Criteria</p> <p>2.D.1. Assess own preparation for and performance in the work placement interview</p> <p>Learners should write a reflection evaluating:</p> <ul style="list-style-type: none"> • what they did well • what they found difficult or unexpected • how they felt during the interview • what they would change or improve for future applications
3. Be able to undertake and assess own work placement in the animal care industry.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>3.1. Undertake a work placement in the animal care industry</p> <p>Learners should complete an appropriate number of hours in a relevant setting. Evidence must include verified dates, placement name, and supervisor confirmation.</p> <p>3.2. Maintain a record of work placement undertaken in AC 3.1 including:</p> <ol style="list-style-type: none"> a) timesheets b) diary of work activities c) witness statements <p>Diary entries should be brief, daily reflections on tasks completed, skills used, and any observations. Witness statements must be signed by a supervisor or colleague who observed the learner's work.</p> <p>3.3. Create a self-development plan on own work placement assessing the following:</p> <ol style="list-style-type: none"> a) new skills, knowledge and training required b) experience to be gained <p>Learners should identify personal goals for development, such as confidence with large breeds, learning safe handling, improving hygiene practices, or customer service.</p> <p>Sufficiency (Merit) Assessment Criteria</p> <p>3.M.1. Create a report on work placement undertaken in AC 3.1 including the following:</p> <ol style="list-style-type: none"> a) name of work experience provider b) nature of the organisation c) work placement role d) health and safety requirements e) skills and knowledge developed <p>Learners should produce a concise report summarising their experience and what they gained, supported by examples. Include a photographic portfolio.</p> <p>Sufficiency (Distinction) Assessment Criteria</p>

3.D.1. Assess the effectiveness of own performance during work placement undertaken in AC 3.1 identifying possible areas for own development

Learners must provide a reflective evaluation that covers:

- strengths in performance (such as punctuality, teamwork)
- feedback received from others
- areas needing improvement (such as more confidence, better timekeeping)
- how they plan to address these through future study or practice

10.7 Practical Animal Care Project

Title	Practical Animal Care Project		
Level	Two		
Credit Value	4		
Guided Learning Hours (GLH)	30		
OCN NI Unit Code	CBF860		
Unit Reference No	F/650/3465		
Unit purpose and aim(s): This unit is a synoptic unit and will assess the skills learned. This unit will enable the learner to develop, implement and evaluate an animal husbandry care routine to support and maintain animal health and welfare.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able to develop an animal husbandry care routine.	1.1. Research and develop an animal husbandry care routine to support and maintain the animal health and welfare of an animal species from one of the following classifications: 1. Mammal 2. Avian 3. Herptile 4. Invertebrate to include the following: a) species introduction b) normal and abnormal behavioural signs c) daily dietary requirements d) daily water requirements e) accommodation options and maintenance f) substrate or bedding requirements g) temperature and/or lighting requirements h) ventilation requirements i) daily exercise or enrichment requirements j) frequency and list of routine and non-routine health care treatments and observations k) applicable legislation 1.2. Compare and contrast two accommodation options for the animal species identified in AC 1.1 and recommend the		

		most appropriate for inclusion in the animal husbandry care routine.		
2. Understand how to implement an animal husbandry care routine.	2.1. Describe how the animal husbandry care routine created in AC 1.1 may be implemented. 2.2. Assess the advantages of accurate record keeping for the tracking and monitoring of animal health care activities and health status.	2.M.1 Assess how the implementation of the animal husbandry care routine created in AC 1.1 may address the five animal needs.	2.D.1 Assess how the implementation of the animal husbandry care routine created in AC 1.1 may comply with the following: a) current legislation b) policies c) procedures d) guidelines, e) codes of practice f) ethics g) animal safety h) own and other's safety	
3. Be able to implement an animal husbandry care routine.	3.1. Implement the animal husbandry care routine created in AC 1.1 demonstrating the following: a) two animal husbandry practices including one health check to maintain animal health and welfare b) safe animal handling, restraining, and moving c) ongoing monitoring d) accurate record keeping	3.M.1 Demonstrate how to maintain effective hygiene, bio security procedures and infection controls when carrying out AC 3.1.	3.D.1 Assess possible health and safety deficiencies when carrying out AC 3.1 identifying possible solutions.	
4. Be able to evaluate an animal husbandry care routine.	4.1. Evaluate the animal husbandry care routine implemented in AC 3.1 and how it supported and maintained animal health and welfare.	4.M.1 Produce and present an evaluation report based on findings identified in AC 4.1 to an audience.	4.D.1 Determine possible improvements to the husbandry care routine using the findings identified in AC 4.1 to improve animal health and welfare and how these improvements may be implemented.	

Delivery Guidance

This unit must be delivered last and will simulate an 'on the job' activity to include at least 20 hours of project time. Learners will be given an opportunity to research solutions to a given challenge, present solutions, implement the chosen solution and conduct an evaluation. Representatives from industry are encouraged to attend this presentation.

Assessment Guidance LANAnC45L - Plan and monitor animal accommodation

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Practical Animal Care Project
1. Be able to develop an animal husbandry care routine.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>1.1. Research and develop an animal husbandry care routine to support and maintain the animal health and welfare of an animal species from one of the following classifications: Mammal, Avian, Herptile, Invertebrate.</p> <p>Learners should create a comprehensive care routine including:</p> <ul style="list-style-type: none"> • species introduction (natural history, habitat, behaviours) • normal and abnormal behavioural signs • daily dietary and water requirements (portion sizes, special considerations) • accommodation options and how to maintain them • appropriate substrate or bedding • temperature and/or lighting needs (species-specific ranges) • ventilation (prevention of respiratory issues) • daily enrichment or exercise requirements • routine and non-routine healthcare procedures (parasite treatments, grooming, vet checks) • relevant legislation (including Animal Welfare Act 2006, species-specific codes of practice) <p>1.2. Compare and contrast two accommodation options for the animal species identified in AC 1.1 and recommend the most appropriate for inclusion in the animal husbandry care routine.</p> <p>Learners should evaluate accommodation based on:</p> <ul style="list-style-type: none"> • size, layout, and space for normal behaviour • materials used (including plastic, mesh, wood) • hygiene and ease of cleaning • comfort, temperature, lighting, and ventilation • opportunities for enrichment or exercise • safety considerations (including escape risk, injury prevention)
2. Understand how to implement an animal husbandry care routine.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>2.1. Describe how the animal husbandry care routine created in AC 1.1 may be implemented.</p> <p>Learners should provide a summary of how the routine can be delivered effectively, including:</p> <ul style="list-style-type: none"> • staffing levels • equipment and resources • time of day/frequency of tasks • task scheduling and health/safety considerations <p>2.2. Assess the advantages of accurate record keeping for the tracking and monitoring of animal health care activities and health status.</p> <p>Learners should explore:</p>

	<ul style="list-style-type: none"> • examples of records: feeding logs, health check sheets, cleaning schedules • importance of consistency and accuracy • how records support communication and early detection of problems • legal and welfare implications <p>Sufficiency (Merit) Assessment Criteria</p> <p>2.M.1 Assess how the implementation of the animal husbandry care routine created in AC 1.1 may address the five animal needs.</p> <p>Assessment should consider how the routine satisfies:</p> <ul style="list-style-type: none"> • suitable diet • suitable environment • ability to express normal behaviours • companionship or solitude, depending on species • protection from pain, suffering, injury, and disease <p>Sufficiency (Distinction) Assessment Criteria</p> <p>2.D.1 Assess how the implementation of the animal husbandry care routine created in AC 1.1 may comply with:</p> <ol style="list-style-type: none"> a) current legislation b) policies and procedures c) guidelines and codes of practice d) ethical responsibilities e) animal safety f) own and others' safety <p>Learners should analyse potential gaps or adaptations needed in practical settings to ensure compliance.</p>
3. Be able to implement an animal husbandry care routine.	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria</p> <p>3.1. Implement the animal husbandry care routine created in AC 1.1 demonstrating the following:</p> <ol style="list-style-type: none"> a) two husbandry practices (including feeding, cleaning, enrichment) b) one health check (eyes, coat, mobility, weight) c) safe animal handling, restraining, and moving techniques d) ongoing animal monitoring and accurate record keeping <p>this should be assessed via direct observation using a checklist.</p> <p>Sufficiency (Merit) Assessment Criteria</p> <p>3.M.1 Demonstrate how to maintain effective hygiene, biosecurity procedures, and infection controls when carrying out AC 3.1.</p> <p>Learners must show practical knowledge of:</p> <ul style="list-style-type: none"> • correct PPE use • handwashing and disinfection protocols • cross-contamination prevention • cleaning regimes for accommodation and equipment <p>Sufficiency (Distinction) Assessment Criteria</p> <p>3.D.1 Assess possible health and safety deficiencies when carrying out AC 3.1, identifying possible solutions.</p> <p>Learners must complete a risk assessment identifying:</p> <ul style="list-style-type: none"> • at least two observed hazards • how they were or could be managed • recommendations for preventing recurrence

<p>4. Be able to evaluate an animal husbandry care routine.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Sufficiency (Pass) Assessment Criteria 4.1. Evaluate the animal husbandry care routine implemented in AC 3.1 and how it supported and maintained animal health and welfare. Learners should reflect on:</p> <ul style="list-style-type: none"> • effectiveness of feeding, cleaning, and enrichment • animal response and behaviour • suitability of the environment • any issues encountered and how they were resolved <p>Sufficiency (Merit) Assessment Criteria 4.M.1 Produce and present an evaluation report based on findings identified in AC 4.1 to an audience. Learners should use one of the following formats:</p> <ul style="list-style-type: none"> • PowerPoint presentation • verbal presentation • poster or leaflet <p>must include:</p> <ul style="list-style-type: none"> • summary of actions taken • what worked well • evidence of welfare impact <p>Sufficiency (Distinction) Assessment Criteria 4.D.1 Determine possible improvements to the husbandry care routine using the findings identified in AC 4.1 to improve animal health and welfare, and how these improvements may be implemented. Learners must suggest at least two improvements and justify:</p> <ul style="list-style-type: none"> • why the changes are necessary • how they will improve welfare • how they could realistically be applied in practice
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11. Quality Assurance of Centre Performance

11.1 Internal Quality Assurance

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheets.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 2 Diploma in Animal Care
Qualification Number: 610/1244/0

Operational start date: 01 August 2022
Operational end date: 31 July 2027
Certification end date: 31 July 2029

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Be able	The capability or ability to do something. That someone has the power, skill, means or opportunity to perform a particular action.	The learner will be expected to demonstrate their competency in carrying out a task or skill. This may involve using equipment or specific technologies or it may be in understanding and following policies and procedures. Follow instructions or carry out a review or make decisions.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.

Categorise	To organise or arrange things into specific groups or classes based on shared characteristics or criteria.	The learner would be expected to identify groups or classifications based on shared features and demonstrate how items or concepts fit into those categories. The learner should understand what needs to be categorised—this could be ideas, data, objects, or concepts. Clear and logical criteria for forming the categories would need to be established, sorting the items accurately into the appropriate categories based on the chosen criteria, ensuring no overlaps or misplacements. The learner may need to explain why they categorised things in a particular way, demonstrating their understanding of the topic.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Compare and contrast	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing

		the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Determine	To ascertain or establish something precisely through examination, investigation, and/or calculation, often leading to a decision, conclusion, or resolution.	The learner will be expected to identify or decide upon specific information, outcomes, or solutions based on analysis, evidence, calculation and/or reasoning within a given context.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. The learner implements the design by constructing the item, executing the process, or coding the algorithm. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements.

Develop and use	The process of creating, improving or expanding something over time.	The learner will be expected to create, enhance or expand something. This may involve creating new ideas, projects or solutions – Improving existing skill, knowledge or products – expanding upon current understand or capabilities to achieve great depth or breath.
Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.

Implement	To effectively carry out and execute processes, procedures, or plans, ensuring they are completed as intended	The learner will be expected to have a clear comprehension of the process or procedure to be implemented. This involves understanding the steps, objectives, and expected outcomes. The learner must develop a plan to execute the process. This involves organising resources, setting timelines, and preparing for potential challenges. The learner must carry out the process according to the plan. This involves following the steps meticulously and ensuring that each action is performed correctly.
List	List appropriate items from information that you have been given or collected.	The learner may be expected to review a set of data, information or items and accurately select and list the required information or items. The learner should be able to demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail, if appropriate. They may be required to create a list of important information in the context of which it is required.
Maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up to date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance.

Outline	To give general idea and overview without going into detail.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Perform	To execute and carry out a specific activity or process effectively and efficiently to achieve a desired outcome.	The learner will be expected to comprehend the instructions or guidelines related to the activity or process. This involves understanding the steps, objectives, and expected outcomes. The learner prepares for the activity or process by organising necessary resources, materials, and tools. The learner carries out the activity or process according to the instructions or plan. The learner applies relevant skills and knowledge during the performance of the activity or process. This involves using techniques and methods appropriate to the task. The learner manages their time effectively to complete the activity or process within the given timeframe. The learner evaluates the results of the activity or process to ensure that the objectives are met. This involves assessing the quality of the produced items or the accuracy of the understanding gained.
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines.	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.

Prepare and carry out	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines.	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Produce and present	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Record and report	To provide a comprehensive and structured account of research, observations, or findings.	The learner should have the ability to collect relevant data, observations, or findings related to the topic in question. The information should be organised logically, using the appropriate format, to ensure clarity and accuracy in communication of the facts.
Research	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development

Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Undertake	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts or in a work placement setting.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.