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**Examiners Report:  
June 2018**

**BTEC Level 2 Technical Diploma in  
Animal Care**

**21177K – Unit 4: Animal Welfare**

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# Grade Boundaries

## What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade at pass, merit and distinction.

## Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Grade boundaries for this, and all other papers, are on the website via this link:

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## Unit 4: Animal Welfare

	Level 2			
Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	16	25	34

# Introduction

The assessment followed the format identified in the sample assessment materials. The assessment was split into three activities. Each activity required learners to demonstrate knowledge and understanding of a range of specification topics and apply this to the scenario presented in the stimulus material.

A 'levels based' approach was taken when assessing the responses for each activity, where the overall quality of the learner response was considered rather than the specific number of facts stated from the indicative content, although this obviously had a bearing on the quality of the response. More detail can be found below in the individual activity section of the report.

# Overall performance of the unit

This report has been written to help you understand how learners have performed overall in the exam. For each activity there is a brief analysis of learner responses. You will also find examples of learner responses to the activities, along with features that led to the mark awarded. These should help to provide additional guidance helping you to prepare your learners for future examination series.

The style of the assessment is challenging due to the depth and breadth of knowledge required to fully address the demands of the paper. The activities demand depth of knowledge and understanding of how animal welfare standards are promoted, safe working practices and relevant legislation when working with animals. A breadth of knowledge and understanding of different areas of the specification is applied across the paper.

The emphasis is on learners' application of their knowledge to a scenario. Although learners may not be familiar with a particular setting, they should be reminded to apply what they *do* know about managing animal welfare related to the contexts illustrated in the specification.

Learners accessing higher marks for each activity did so by demonstrating that they had a depth of knowledge and understanding of animal welfare, safe working practices and the legislation applicable to managing the welfare of animals (and those who care for them). This was through clear engagement with, and reference to, a range of points from the stimulus material. These learners showed practical, realistic and appropriate considerations of both the context and potential improvements that could be implemented to promote good animal welfare, safe working practices and to ensure compliance with relevant legislation.

It was clear where centres had prepared learners well and taken on board the feedback given in the 1803 examiner report to guide learners in how to demonstrate their knowledge and understanding effectively. However, a number of learners showed a lack of preparation and focus when responding to the stimulus material.

A disappointing number of learners were distinctly unfamiliar with (and clearly had limited experience of) livestock species or outdoor settings. As an example, a number of learners commented that hedges allowed all animals to escape by climbing through/over them, and went on to suggest they should be replaced with fences. Centres must ensure full coverage of the specification not only to allow learners to access the higher mark bands but to allow learners to appreciate the broad nature of working with small and large animal species in context.

Learners must make sure they are responding appropriately to each activity. Responses to activity 1 must take account of animal welfare needs, activity 2 must be based around safe working practices, while activity 3 must be based around legal responsibilities when working with animals. Responses that do not demonstrate this targeting lack focus and cannot exemplify the traits of higher mark bands.

Learners must be aware that credit is only given when awarding marks in the designated answer space (as well as clearly identifiable additional sheets attached securely at the correct point in the booklet with treasury tags). Making notes or responses on the stimulus material will not gain learners credit.

It is essential that centres stress to learners the need to read the stimulus information carefully and to be prepared to use this information in a structured way within their responses. It was clear that learners gave more considered responses where they had taken the task over two sessions totalling 2.5 hours, as their responses showed more engagement with the stimulus material. Where learners are unable to apply the context to their answer it will significantly restrict the number of marks learners can receive.

# Individual Activities

The following section considers each activity on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

## Activity 1

Learners provided relatively detailed answers for activity one but those without livestock / farm experience and understanding clearly struggled. However, some very good reasoning was demonstrated by learners who adopted the following approach by selecting relevant information in the stimulus material and:

- identified the extent to which the city farm met the five animal needs through the layout, routines and tasks, including noting the significance of where information was lacking
- explained why those routines or activities were important to the welfare of the animal
- suggested changes that would address those needs which were both reasonable and practical
- explained how these improvements would lead to higher standards of animal welfare

The best learners structured their responses well, prioritising their discussions and identifying a broad range of issues for discussion linked to each animal species.

Learners who identified a number of issues within the context but with only some reasoning (that was occasionally tenuous or showed a lack of understanding of the context) were limited to achieving 6-10 marks for their answer.

Some learners demonstrated a lack of being able to apply what they knew to the stimulus material: these learners frequently began their responses with variations on "Newstown farm has a good routine and all of the animals welfare needs are met". Those who identified the most obvious flaws in routine, such as feeding not being carried out until late morning, and did not give suitable reasoning about the effect on animal welfare, were limited to band 1 (1-5 marks).

Learner response 1 gained the maximum total of 20 marks. This learner has clearly engaged with the stimulus material throughout and evaluated a range of positive and negative issues. Relevant connections to animal welfare have been made with reference to the five needs of animals, and justification given for each point of discussion.

**Learner response 1 (20 marks):**

I have seen from the plan that there are no food and water facilities in each animal enclosure

This is bad

If the animals have no food or water they could be very hungry with out food and the animals could get on illness. If they don't have any water in there enclosure they will dehydrate or die.

I have seen from the plan that there are small enclosures for the animals to be together

This is bad

If the rabbits and guinea pigs are together they do not have the same environment as each other to be in the same enclosure.

I recommend that you put the rabbits or the guinea pigs in the empty pen because both of the species has a suitable environment to have.

I have seen from the plan that there are no paths from paddock A+B

This is bad



IS you are bring another animal through to get to Paddock B that animal might get bitten, charge or the other animals might have a disease that it might spread on to that animal. So it might have pain, injury and disease.

I recommend that the farm put a path from Paddock A+B to get to Paddock B.

I have seen on the plan that ~~the~~ <sup>all of the</sup> animals has not got any where to move around.

This is bad

IS the animals are all inside the farm all day every day because the map doesn't show if the map of the inside or the outside of the farm so the animals are inside they do not have any outside runs so that could cause the animals to be seen as distress because they are too close together and it could be really warm. I recommend that the farm should build outside runs for the animals to have space to move around.

I have seen from the plan that I can't see ~~what~~ <sup>what</sup> bedding the animals should have.

This is bad

So the animals don't have a suitable constant that animal could not be the right bedding for it and the inat could not relax or it might be not ~~the~~ right for

Recommend the ~~the~~ <sup>the</sup> ~~plan~~ should put on these plan for a suitable constant for each animal.

I think the logical order is in the right order

This is good

The members of staffs that work on the farm they know what to do and not to do because they have a logical order written down so that they can follow it to know what to do by doing it in order ~~that~~ <sup>so</sup> the members of staffs that who work on the farm.

I think that the logical order can have some changes to it

This is good

The members of staffs that who works on the farm can make the logical order to have some know plan to the farm and needs to be what the farm can improve on.

I think on the ~~the~~ daily routine can be improve

This is good

The daily routine is not in the correct order because they are only feeding the animals once a day and the animal are meant to be feed twice a day. The animals do not have ~~the~~ <sup>the</sup> daily routine but all animals need water all

dy and every day.

I think the all ~~the~~ tasks can not be completed at the time available.

This is bad.

The Staff Peter says that there are only two members of staff working each day from Monday to Sunday but only one member of staff is working on Wednesday morning and nobody for the afternoon.

I recommend that the farm get more people to work or get some volunteers to help out on the farm.

I think on the weekly routine they are only doing health checks every Wednesday.

This is bad.

The animals should be visual health checked every single day to see if the animals do have a problem with them is that they can get it checked out straight away.

I recommend that the farm should do a visual health check every single day.

Learner response 2 was awarded marks at the lower end of band 2. They have attempted to address some of the most obvious issues from the stimulus material and there is basic reasoning given but the answer is lacking in breadth and depth. The five needs are identified, some explicitly and some by implication, and the learner has demonstrated that they are aware of some appropriate routines that promote good animal welfare.

**Learner response 2 (6 marks)**

The animals aren't fed till 11:15 and this is not acceptable because one of the first tasks you do is feed the ~~animals~~ animals and you don't do it at 11:15 when you open at 06:00. Standard procedures are used for cleaning and disinfecting. You should make sure you wear personal protective equipment when dealing with disinfectant and chemicals. ~~There~~ The tasks layed out for ~~daily~~ daily purposes can be completed in the time available.

~~There are~~

The animal welfare needs are mostly met. It says 'check water' but doesn't say refill. The rabbits and guinea pigs are kept together and this is bad because they need to exhibit normal behaviour and they also need ~~the~~ space in their enclosure to move around.

For weekly routines there's only tasks ~~on~~ Mondays, Wednesdays and Fridays. But there's a schedule for their staff and what jobs they doing and ~~when~~ when, it's good to alternate because you don't one employee doing all the work.

✓

The time available to the staff for the tasks is enough, the day is from 06:00 to 18:00. The routine tasks and procedures should be improved by feeding the animals sooner, not putting the guinea pigs and rabbits together, and do the weekly tasks more than 3 times a week.

The five welfare needs are being met when the animals are being separated if new or injured or sick. This applies to the freedom ~~of~~ from pain, injury and disease.

~~The~~

## **Activity 2**

Many learners were able to identify relevant hazards and issues regarding safe working practices from the stimulus material. Relatively sensible suggestions for improvements to the layout and routines were frequently given, but in many cases the underlying reasoning for why and how these would result in safer working practices were omitted. Demonstrating this understanding is essential for accessing higher marks, therefore learners were limiting the opportunity for making the relevant and appropriate connections required for the 11-15 mark range.

Some learners referred to legislation linked to health and safety or COSHH. This was credited where it was linked to a demonstration of understanding about the implications of the legislation in this context, but a good number of learners simply identified instances of where this would be breached and so did not demonstrate the level of understanding that is being assessed in this activity.

The learners who achieved the highest number of marks in this activity addressed a range of factors affecting the health and safety of workers and visitors, providing a well-developed evaluation of how and why improvements could be made. They had clearly planned their response, making clear, logical and coherent arguments.

Learner response 3 gained 14 marks out of the maximum 15. A number of points related to safe working practices from different areas of the stimulus material have been identified and expanded upon. Gaps in the stimulus material are acknowledged, with demonstration of sound knowledge and understanding of what would be needed in order to work with animals safely.

### **Learner response 3 (14 marks)**

#### **Question 2 - Health and safety**

At Newstown city farm Health and safety is not taken very seriously, i can say this because the owner has not set out an accident report to keep track of all injuries that occur on the farm adding this report will help them prevent accidents happening in the future by telling them the causes and giving them the idea of how to eliminate the risk, we are also led to believe that the staff never run risk assessments on the farm which can lead to a large number of accidents if the risks go unchecked. When you look at a map of the farm you are not shown any locations of fire escapes or fire assembly points if the owners continue like this in the event of a fire there would be large panic among the visitors who would have no idea where they should go or how they should proceed. They also have no trained first aiders this is something that they would need to address by either employing a trained first aider or sending one of your current employees to become trained as a first aider, We are not informed as to whether they have access to the correct equipment to move large livestock such as sheep in case on needs to be isolated.

There is no record of any prior veterinary check ups or procedures such as vaccination on show at this farm this needs to be made so the visitors know what the animals are immune to and so they know they won't catch any diseases of the animals but also so other veterinarians know what has been done and not done to the animals, They also do not clean their equipment after every use this is very important because it can spread harmful bacteria through out the farm and cause illness to animals and visitors, They also don't do daily health checks which can cause a large number of diseases or infections to spread especially considering they have a petting area where bacterial diseases like ring worm can easily be passed from the animals to your visitors this is one reason why health checks should be done daily.

When the farm fully cleans an enclosure they do not use the disinfectant correctly as they don't dilute the disinfectant enough as the bottle says they only use enough to cover a four metre squared area they are also allowing the disinfectant to stay in the enclosures this is bad as it means it will get stuck to the animals feet and possibly be ingested by the animals, the staff also do not check the ventilation is working after they disinfect an enclosure meaning that the fumes of the disinfectant will stay in the enclosure and be breathed in by the animals this can be fixed by reading the disinfectant bottle properly and washing the area out after putting the disinfectant down and also simply checking the vents are working in every enclosure.

The owner does not force his staff to wear PPE we know they provide them PPE but we are not told they are forced to wear it or what they have available this can be fixed by putting up signs telling employees they must wear PPE and punishing those who don't listen and also putting up lists that show what the staff have available to them

Learner response 4 showed a lack of understanding of the need to discuss safe working practices, focussing their answers on the legal requirement for animal housing and the health of the animals. Marks were awarded for the recognition of the need to maintain the health and safety for the animals.

**Learner response 4 (3 marks)**

The health and safety requirements are not being met.

Firstly, in the checklist, it suggests for the house area for the animals should be safe and well-constructed. One way to make sure that the housing area to be safe and well-constructed is to allow the workers to do a daily check up on the enclosure to observe any damage that may cause towards the animal or to see if there is any sign of possible injury that can cause the animal, e.g. a nail sticking out of the enclosure, broken bits of wood



that can cause splinters to the animal, etc.

For the daily, weekly and monthly routine, not enough detail has been provided for the animals. From my perspective, with the lack of information that has been

set for the workers is not enough as there is not enough jobs to do with the animals.

(Total for Activity 2 = 15 marks)

33

There is no sign of any kind of interaction towards the animals, whether it involves any animals that need physiotherapy from an injury or any type of training, etc.

### **Activity 3**

Learners struggled most with this activity. Despite the inclusion of the phrase 'legal checklist' for one section of the stimulus material, a good number of learners simply treated the checklist as a further indication of routines that were already in place. This indicates a lack of familiarity with the effect of legislation on the management of animal welfare in different contexts.

The most common legislation reference was to the Animal Welfare Act, with a small number recognising that DEFRA codes of recommendations are directly related to this and the Welfare of Farmed Animals Regulations. Some learners referenced legislation around Health and Safety at Work, along with Control of Substances Hazardous to Health (COSHH) regulations. All relevant references to legislation that were correctly applied to the context were recognised when awarding marks to this activity, including references to legislation involving movement of animals to or from farms.

Some learners copied parts of the checklist with no further comment. No credit was given for this.

Many learners stated that it is illegal to have one person working at a time. It should be noted for centres that lone working is not illegal per se, provided that the employer has assessed the risks and taken steps to control or avoid risk as necessary. It is recommended that tutors familiarise learners with the main steps of implementing the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999, as these are applicable to many animal-related contexts that learners may find themselves working within.

Learner response 5 gained 14 marks. The response demonstrates an awareness of the Animal Welfare Act and also looks at the extent to which the legal checklist is being met. The learner has indicated gaps in the stimulus material that would allow a better review if the legal responsibilities are being adhered to, and offered well-reasoned suggestions for improvements to be made.

**Learner response 5 (14 marks)**

(10)

After looking over everything that takes place at Newtown Farm I believe that they don't meet the legal requirements very well almost at all. It states that anyone working with the animals must be familiar with the welfare codes and have access to them however nothing is mentioned about them, so it's ~~to~~ not known whether the people know about them or where to find them. There is no isolation room for new animals to be checked and kept separate for a little while, not only does this go against legal requirements but also against the animal welfare act 2006 because you don't know if the new animal has a disease so putting it in with the ones you already have you are risking causing them disease and/or suffering. There is nothing to say that the farm keeps any records let alone records of medical treatment or deaths. I would make sure that the welfare codes are on a big poster on the wall so that everyone can see them <sup>and</sup> I would provide training for staff to ensure they know how to use them. I would make sure to build an isolation room so that new animals

could be separated and I ~~was~~ would make sure all the checks were carried out before introducing them to the animals I already had. I would make sure that there was a record for everything from food, to medication and vaccines; I would also provide training for staff who didn't know how to keep a record of ~~the~~ things. The food is kept separate however it doesn't say whether the containers are cleaned or if old food is removed. (Total for Activity 3 = 15 marks) 14

Nothing at all is mentioned **TOTAL FOR PAPER = 50 MARKS** about feeding equipments. I would make sure all food was checked regularly and all containers and equipment for feeding was clean and kept together with the food on the feed room. No age is stated for any animal so you can't tell if it's young and needs ~~more~~ more heat, for this I'd keep a record of ages ~~and~~ <sup>ect.</sup> There is no segregation or isolation rooms for sick or injured animals so I would make sure to build those.

✓

Learner response 6 achieved marks at the lower end of Band 2. It contains reference to a number of pieces of relevant legislation but is lacking in expansion and contains some important errors – for example, the reference to COSHH legislation being met demonstrates that the stimulus material has not been fully understood. The response demonstrates how teaching learners the importance of exam technique is – clearly this learner is aware of relevant legal responsibilities but has failed to demonstrate their understanding of them by adding detail and explanation for each point they have made.

**Learner response 6 (6 marks)**

When owning a housing establishment for animal weather they are domestic or livestock it is essential that you met the legal requirements and legations. You have met the animal welfare act 2006 and 2007 for the livestock and the 5 welfare needs, by providing suitable accommodation, a subtle diet, to be house with or without other animals, and also protecting them from pain, suffering, and disease. By giving the right instructions of use and labelling the cleaning products they have met the CCOSH legislation for chemicals. But they go need to meet and improve the Health and Safety at Work Act, by not leaving employees to work alone also to tell them the importance of the usage of PPE in the work place weather is it working with cleaning produces or the animals themselves, it is very important that you keep your employees safe and the animals in the establishment safe as well. There is also the transport act to be met as well, when the animals need to be moved for medical prepossess or is being moved to a different site. Because there is livestock (goats) on the property you need to make sure that they have ear tags with their identity number on it and that it is up to date and is registered.

# Summary

Based on their performance on this paper, learners should:

- Provide reasoning relevant to the focus of each activity.
- Be familiar with how to interpret different types of document that appear in the stimulus material.
- Recognise that the legal checklist is an indicator of some legal responsibilities rather than a summary of current practice
- Use the scenario to demonstrate their ability to apply their knowledge and understanding.
- Be clear about terminology and contexts used in the specification, using the correct technical language throughout their responses
- Structure answers to effectively demonstrate knowledge and understanding, e.g. for each topic within an individual activity:
  - Identify the issue/practice
    - Explain why it is an issue, making links to the context and other sources
  - Suggest changes that would help
    - Explain why this improvement would be of benefit, making links to the context and other sources
  - Compare/contrast this with things that are already being done that are best practice / compliant