

L2 Lead Examiner Report 1903

March 2019

**L2 Technical Diploma in
Animal Care Unit 4 21177 K03**

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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 Distinction, Merit and Pass.

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.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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

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Unit 4: Animal Welfare

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	NA	16	25	34

Introduction

The assessment followed the format identified in the sample assessment materials and 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.

Introduction to the Overall Performance of the Unit

This report has been written to help you understand how learners have performed overall in the task. 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; the activities demand depth of knowledge and understanding of how animal welfare standards are promoted, along with safe working practices and compliance with 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 and understanding to a specific scenario. Although learners may not be familiar with a particular setting, they should be reminded to apply what they know about managing animal welfare related to the contexts illustrated in the specification. Learners should not simply memorise and state generic information, or reference the contexts of previous series. It is clear when learners have done this, as responses are generic or not appropriately linked to the scenario, demonstrating characteristics that feature in Band 1 descriptors.

Learners attaining higher marks had a very logical structure to their responses that indicated precisely the part of the stimulus material they were commenting on, saying if it was good or poor practice, why it was of importance (in meeting welfare needs, maintaining good health and safety, or complying with legal requirements and responsibilities) and making sensible suggestions for improvement / justifying why it was good practice. They referred to a range of points across the stimulus material appropriately and in a focussed way.

Learners that miss out the vital step of explaining the importance of a particular issue, either to maintaining animal needs, good health and safety, or a responsibility that is enshrined in law, will restrict the marks they can achieve even if they make sensible suggestions for improvement. The deeper understanding of why policies and procedures are in place to protect the welfare of animals, and those who care for them, needs to be shown.

Learners must make sure they are responding appropriately to each activity. Activity 1 invites them to consider the five animal welfare needs; Activity 2 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). Notes or responses on the stimulus material are not looked at when marking each activity and so will not gain learners credit.

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

Some very good reasoning was demonstrated by learners who selected relevant information in the stimulus material and adopted the following approach:

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

The best learners structured their responses well, prioritising their discussions and discussing a broad range of issues 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. As in previous series, learners who did not reference each of the five animal welfare needs in their responses were unable to gain marks in bands 3 or 4.

A common misconception appeared to be that the animal welfare need to be free of pain, suffering, injury and disease was met by Minkerton College *owning*

an isolation tank. However, the stimulus material clearly stated that it was an amphibian isolation tank and so learners who referenced that this was not appropriate for isolation purposes, particularly because it was in the same room, were able to show a deeper understanding.

It was clear where learners had no experience or knowledge of working with species - examples included several learners stating that the enclosure for the White's tree frogs was unsuitable because they don't climb, or that it was too high because they can't climb very high and might fall to their deaths. While learners are not expected to know the detailed lifestyle and habitat requirements for every animal that may be presented to them, they should avoid making bold statements about environmental requirements unless they know this to be the case. It would be preferable for learners to state their uncertainty, linking their understanding to relevant species/situations they are familiar with. This would go some way to showing justification for their reasoning.

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 "Minkerton College is very good at meeting the needs of its animals". Those who simply identified the most obvious flaws in routine or layout, without suitable reasoning about the impacts on animal welfare, were limited to Band 1 (1-5 marks).

Learner Response 1 (20 marks)

(Total for Activity 1 = 20 marks)

for the routine, tasks and procedures there should first be a headcount in the morning and afternoon, to ensure no animals have escaped. They mention doing a health check but only in the afternoon, it should be done in the morning along with the headcount to make sure animals are protected from pain, injury, suffering and disease - The Animal Welfare Act 2006. They include ~~the~~ the type of food and how often to feed the animals in the cage record cards, but don't mention feeding in the daily routines, this should be added to the daily routines to ensure the animals are provided a suitable diet (The Animal Welfare Act 2006.) They mention recording humidity levels for all tanks but the temperature and UV levels should also be checked daily to ensure a suitable environment (The Animal Welfare Act 2006.) On the cage record cards the Tarantulas require misting on Monday and Friday, this should also be added to the daily

routines. They also don't mention any daily spot cleans, these should be added to the daily routines as they prevent a build up of dirt and bacteria, and ensure the animals have a suitable environment, and protection from disease (The Animal Welfare Act 2006)

The only spot clean is done ~~only~~ for the lead enclosure every week. This should be done more often. Full cleans are done every month for all animals, they should be done weekly and added to the weekly routines. They also only change the layout of the tree enclosure, every month. This should be done for all animals as well as providing enrichment as this will make sure they have a suitable environment, and are able to express their normal behavioural patterns (The Animal Welfare Act 2006) for the weekly routines they should also add stock checks, to make sure food, equipment and medication is up to date and fully stocked. They mention checking ^{the} enclosure entrances and locks but these should be done daily to prevent further damages. They mention cleaning out water bowls but food bowls should also be cleaned daily to stop the spread of disease or contamination. On the map there is no storage for equipment or food, but it should be clearly marked to make sure staff and students know where to get their food and equipment from. The hamsters are also stored in the

Same room as reptiles. This is very serious as it ~~causes~~ causes ~~the~~ unnecessary suffering and does not provide them a suitable environment, ^{they should be moved to a different} (The Animal Welfare Act, 2006.) On the cage cards they mention the tarantulas are nocturnal and need to avoid bright lights, but on the map the window is directly in front of the tarantulas enclosure. This also causes unnecessary suffering and ~~a~~ does not comply with The Animal Welfare Act 2006, for a suitable environment. On the cage cards the white tree frogs are provided 40 live insects per feed, which is too much food, this can cause obesity and other health related problems. They should be fed 2-3 crickets per animal instead. There is also no cage cards for the hamsters, this needs to be added as any new staff or students will not know what to feed the hamsters, which would violate the Animal Welfare Act 2006 for a suitable diet. For the cleaning procedures the animals must be taken out of the enclosure, before starting to clean, as some chemicals are dangerous ~~poison~~ for animals and should not be inhaled. They also don't mention replacing the bedding ~~before~~ after disposing it. They mention cleaning any used equipment but not sterilising it, which would get rid of any bacteria or dirt. There are a few stall issues as on Wednesday, it's Nancy's day off, which

means there will be no stall that day. There should be a cover in place as students must be ~~assess~~ guided by staff to make sure they are doing the tasks correctly. There is also no stall in the weekends, which would mean the animals are not being fed, cleaned and cupped. There must be staff working on weekends to provide ^{for the} animals welfare (The Animal Welfare Act 2006.)

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, linking in their own knowledge of how to care for animals. Relevant connections to animal welfare have been made with reference to the five animal welfare needs, with comprehensive justification given throughout.

Learner response 2 (4 marks)

(Total for Activity 1 = 20 marks)

for routines at Minkerton college, the 'correct
environment' welfare need is followed. The
living areas for the animals are checked daily.
Air and water temperatures are constantly checked,
this is because if they are not the right conditions
there is a risk of harming or killing the animals.
However, they could change the gravel weekly
instead of monthly. This would help prevent any
disease from animal waste from spreading.

The 'correct diet' need is followed as they are
fed once or twice a week. This prevents the
animal from being over fed and becoming
obese. The water bowls are also constantly
being refilled to allow the animals to stay
hydrated.

By checking if any damage has been done to the cages shows that they are following a third welfare need. The need to keep animals out of harms way. By checking the cages they are potentially eliminating any object that could harm the animal ⁱⁿ any way. They are also eliminating any flaws in the habitat that would allow the animal to escape.

They follow a fourth need by having one or more of the same species in a cage. This would allow the animals to show normal social behaviour. Some animals prefer to be in pairs, however, if you separate them they can become stressed and die.

The last need, 'enough space' is followed as the animals have large tanks. This allows them to run and crawl around at will, staying relaxed and ~~show~~ ^{showing} normal behaviour.

Logical order is followed as the routines are always carried out on time. They also do the jobs which are best for the animals first and leave the less important ones until later.

The rota should be updated and have at least one member of staff on Saturdays and Sundays. Even though the college would be closed, the animals still need to be cared for. They would still need to execute the daily health checks and watch for any signs of disease and abnormal behaviour such as lack of eating or aggression to other animals.

Learner response 2 lacks specific focus on any of the animals in the context and though there are statements that demonstrate some understanding of the five welfare needs they are often generic and do not recognise where those needs are not being met.

Activity 2

Learners achieving the highest number of marks in this activity addressed a range of factors affecting tutors, students and others from the scenario, clearly explaining why each issue was detrimental to health and safety and providing well-developed reasoning for the improvements they suggested. They had clearly planned their responses, making logical and coherent arguments that rarely strayed off-topic. Reference to legislation was sometimes present in these responses but did not focus entirely on the legal responsibilities.

Some learners concentrated solely on animal health and safety and did not discuss the health and safety of those who were caring for animals or visiting the establishment. These learners did not achieve highly - a relatively common example includes PPE for handling amphibians only in terms of protecting the amphibian, rather than preventing human contact with toxic skin and/or reducing potential spread of zoonotic disease. In activity 1 this would have been taken into account as very relevant to meeting animal welfare needs, but without considering health and safety requirements of people, this approach does not provide suitable answers for Activity 2.

A small number of learners demonstrated very little understanding of safe working practices being to protect the health and safety of workers and used breaches in legislation as the reason why the practices needed to be improved - e.g. variations on 'they need to tell them what PPE to wear because it goes against HASWA if they don't', or quoting only the fines or potential prison sentences that could be incurred by breaching legislation. A worrying number of learners stated that the purpose of the accident book was for tutors to be able to check up on students who had had accidents.

Learner response 3 (15 marks)

The health and safety at work act (HASAWA) are not being met, As I have looked ~~at~~ ~~at~~ at the college I notice alot of bad things that need to be changed. The college have no risk assessments in place to know if it is safe and if everything is going well. They also only have one exit going into the yard, There should be a fire exit with fire exit signs, they need to add a fire exit with the signs showing the way. It states that chemicals should be locked away securely, they only have a sink in that room with no store room for the chemicals to be locked away. This means that the chemicals are under the sink or out in the room for anyone to be able to get them, there is also no proof of the dates of when the chemicals go out of date or any ^{document} forms ~~to~~ to fill for when someone gets injured with the chemicals, The college also ~~doesn't~~ doesn't have any staff room

Which means they have no filing cabinets for the files of every animal and all the information on them, there also isn't a place in there (staffroom) for them to have breaks, it so where are they having breaks or do they even have breaks.

They ~~also~~ also don't give you any information on where the files are being stored or if they are just laying about in the same room. Also there is only one staff on when working with the animals, which means if that one staff gets hurt how do they get the first aid kit ~~from~~ from 12 rooms away if they are badly injured, which can be possible as they do not have the RAG system at this college, they also do not have a licence for dangerous animals which is breaking the legislation.

There is also no kitchen for ~~any~~ any of the staff to clean the equipment for the animals right, there isn't any toilet facilities for any of the staff that's on. Going back on the first aid kit, it is 12 rooms away when there should be a first aid kit in every single room.

On the cleaning procedures it doesn't say that they remove the animals when cleaning, which means they are using disinfectant on an animal that breaths through the skin which means

It will cause them very bad problems or death.
This needs to stop and they need to remove the animal right and the proper way. They also mention that they have PPE but only gloves. When handling any animal you need the correct and all PPE, especially with trachias as they flick hair off them so you need goggles when handling them. AS there is no kitchen and only a sink it ~~does~~ doesn't show any where or state that the staff/visitors have any hand sanitiser ~~or~~ after handling or working with the animals, this can cause very ~~bad~~ bad problems as if one of the animal has a disease that can be transferred through humans, as they have not looked and health checked the animals and also not done any of the cleaning right.
Also when looking at the first aid, ~~there is~~ ~~is~~ says you must record the incident in the accident book but as there is no ~~book~~ ~~store~~ store room for any of the files there isn't any accident book.

Learner response 3 gives specific examples of potential issues with animal species and addresses a broad range of issues around working safely with animals. They demonstrate an awareness of the possible impact of the issues on the people who may come into contact with the animals, making realistic and practical suggestions for improvement.

Learner response 4 (5 marks)

The first thing I noticed is that any chemicals and equipment aren't safely locked away. They are put under the sink. Also, the only first aider is in only on Monday and Friday mornings. This could mean that if any accidents occur ~~on~~ on ~~Monday~~ Tuesday, Wednesday and Thursday, there would not be anyone around to help. With this I also noticed that the nearest first aid kit is in room 12, meaning that should anything serious happen it might take a long time to get to the room and back within a suitable time for an emergency. There is also no equipment storage and no mention of specific equipment for ~~the~~ different species. This could cause cross contamination and illness if shared between species. No storage for equipment could cause trips and

Falls.

I have also noticed that they ^{safely} dispose of any soiled bedding/substrate in specialist bins. This means that they won't be contaminating anything with it. The students also follow instructions on bottles for correct dilution of chemicals, this is good because it means that there will not be any strong chemicals used on the floor or enclosures which could cause damage or irritation. I also noticed that they use animal safe disinfectant. This means they won't cause any harm to the animals.

The toads get a spot clean every week but there is no mention of doing this with gloves, as they have toxic skin. However, when handled, they ~~students~~ are told to wear gloves because of their toxic skin. This ensures there is no irritation or illness from handling the toads.

Learner response 3 identifies several places where health and safety practices are lacking but does not go on in each case to reason why the breaches are an issue or what improvements could be made that would ensure safe working practice. This lack of reasoning limits the marks that can be awarded to the top of Band 1.

Activity 3

Learner responses to this activity were poor in many cases. Some learners did not realise the importance of the legal checklist as being something that the college was supposed to do rather than was actively complying with. Learners who did not achieve higher than band 1 most often said that the college was doing really well and had no problems in meeting their legal responsibilities. This indicates a lack of familiarity with the effect of legislation on the management of animal welfare in different contexts.

The highest achieving learners referred to the legal checklist as being a framework for the college to be checking that it is meeting its legal responsibilities but then also applied their own depth of knowledge and understanding of responsibilities under relevant legislation to the context. They recognised that perhaps the legal checklist itself required more detail in order to be a useful tool e.g. 'legal paperwork' was not specific enough for it to be interpreted properly by those who would be caring for the animals. They recognised that CITES legislation would probably apply to the tarantula which would be arriving soon and explained why the legislation was important to in order to help conserve endangered species

A good number of learners reference the 'Lone Workers Act', which does not exist. The Health and Safety at Work Act has provision for lone working as acceptable as long as a risk assessment for this has been carried out, but learners must refrain from making up legislative acts. Some learners correctly referenced legislation around Health and Safety at Work, 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 the Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018.

Learner response 5 (8 marks)

(Total for Activity 2 = 15 marks)

There's only one first aider within the college (Frage), if Frage is not in and is absent there will be no first aid and there needs to be one at all times. They need more staff to train for first or hire new staff with this experience as this breaches the Act HASWA 1974. An assembly point has not been mentioned or included on the layout; this is crucial in case of a fire.

There's only one sink, it would be more effective to have two in case one doesn't work one day, also this may cause cross contamination as teachers/students need to wash their hands and clean animal's feed equipment, again breaching HASWA Act 1974

Another important note, there's no mention of staff training or whether they've been assessed by APHA or DEFRA.

First aid should include and ensure how to dispose of materials used correctly to prevent any cross contamination or more.

There is no mention of Vaccinations, and if students are to handle animals or come into direct contact with them they will need to have a vaccination to protect them and the animal (prone to zoonotic diseases). They're breaching both acts HASWA 1974 and Animal Welfare 2006 (Need to be protected from suffering, injury and disease). The college needs to add this to their information poster.

They let students decide what PPE to wear, this should be changed by providing posters showing you what PPE to wear for different animals in different situations (especially if students don't know what PPE to wear. Also the college only mentions to not wear long hair ^{up} but have not included to remove Jewellery, long or pointed nails again breaching Animal Welfare Act 2006 (Need to be protected from suffering, injury and disease).

Learner response 4 shows identification of where a number of the legal responsibilities are not being met, providing links to relevant legislation in some cases and reasoning for the importance of meeting legal requirements in other cases. However, it does not quite develop the sustained breadth and depth in lines of reasoning throughout that were required for marks higher than the middle of band 2.

Learner response 6 (10 marks)

• The legal responsibilities are not well met because there should be isolation/quarantine tanks or areas for each species and not only the amphibians

• I believe that the hamster has no reason of being in room one as this room is like an amphibian room with the additional Farantula, but it is not the type of setting a hamster/hamsters should be in as well as no information of how many hamsters there are as well as their age, gender and others, they are not mentioned when cleaning, feeding and in routines and procedures so they should be taken to another room

- They have not met ^{all} the 5 Welfare needs of the Welfare act of 2006, only to an extent which is already illegal so they need to make sure to meet ALL of ~~their needs~~ for their needs in order to keep their department going

- They by law need to display health and safety on the boards like on important notice boards or so as well as any other important information/notices

- There should be information of where to put food after use, mention of scales should be used in the food sections of animals that require their food to be weighed, if not then

be specific of how many to feed, what days and times

- I would recommend for this animal room to disclose a Medical Kit for the students and a separate one for the animals

• Two sinks is something I would highly recommend due to health and safety reasons for the students and animals due to cross-contamination reasons and others as it is also more hygienic

This response recognises a number of instances from various parts of the stimulus material that are linked to how well the college is meeting its legal responsibilities. They have referred explicitly to some legislation and the majority of the response, though lacking in enough detail to enter band 3, is focussed on the legal responsibilities, how they are being met and suggesting sensible improvements.

Summary

Based on their performance on this paper, learners should:

- Provide reasoning for the issues they identify and improvements that they think would improve animal welfare, safe working practices and meeting legal responsibilities in the appropriate activity response.
- Ensure they refer to the stimulus material in their responses
- Be aware that any checklist relating to legal requirements is an indicator of legal responsibilities, rather than a summary of current practice, within the scenario
- Give thought to the structure to their responses so that they can demonstrate the depth of their understanding, e.g:
 - Identify and explain the issue/practice (good or poor), making links to the stimulus material
 - Suggest and explain improvements that could reasonably be made, if necessary
- Tutors should ensure they use the course materials, including assessments and examiner reports from previous series to familiarize learners with the style of assessment. These can be accessed at <https://qualifications.pearson.com/en/qualifications/btec-technicals/animal-care.html>.

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