

L2 Lead Examiner Report 2003

March 2020

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.

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 all papers can be found on the website at:

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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 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 any specific number of facts stated from the indicative content.. 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 for many learners as it requires application of a breadth and depth of their own learning in response to the stimulus material, from across the specification. This includes how animal welfare standards are promoted and maintained, along with safe working practices and compliance with relevant legislation when working with animals. It was clear in this series that many centres have better prepared their learners to focus their responses more appropriately than in previous series, though not in all cases.

The stimulus material provided information on a fictional context involving a number of animals that the public are able to interact with. Learners were required to draw on their own experience, knowledge and understanding, applying this to recognising good practice and demonstrating their understanding of the impacts of poor practices.

Learners should be encouraged to show that they understand the underlying importance of the issue they have identified, in terms of meeting animal welfare needs, safe working practices or legal responsibilities. Responses that omit this demonstration of understanding will restrict the marks that can be awarded, even if they include 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 demonstrated in responses that are to be awarded higher marks.

The better responses were approached logically, making it clear which part of the stimulus material was being considered, giving an assessment of good or poor practice, why it was important (in meeting welfare needs, maintaining good human health and safety, or complying with legal requirements and responsibilities as appropriate to the activity) and making sensible suggestions for improvement / justifying why it was good practice. They drew out a range of points from across the stimulus material that were relevant and focussed to the activity.

Though there was an improvement, a number still lacked focus as regards the requirements of each activity. **Activity 1** responses should consider the needs of animals, while **Activity 2** responses should consider the health and safety aspects of humans working and interacting with animals. **Activity 3** must be based around the legal responsibilities applicable to the scenario and should not simply list poor practices without linking to legal responsibilities.

Learners must be aware that notes or responses on the stimulus material may not be seen by examiners when marks are awarded. Credit is given only to responses in the designated answer space and on additional sheets which **clearly identify** the activity they relate to.

Individual Questions

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

There were some very good responses to this activity. In particular, higher marks were awarded to learners who selected relevant information in the stimulus material and adopted the following approach:

- identifying the extent to which the five animal needs were met by the shelter layout, routines and tasks, including noting the significance of incomplete information
- explaining why those routines or activities were important to animal welfare
- suggesting practical and reasonable changes and improvements
- explaining how these improvements would lead to higher standards of animal welfare

The best learners gave well-structured responses, discussing a broad range of relevant 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 address each of the five animal welfare needs in their responses were unable to gain marks in bands 3 or 4.

Learner Response 1 (8 marks)

The farm park does not have an official staff area, on the map there is no designated seed storage area. There is no door to the ~~shed~~ cow cattle shed or animal resting area meaning the animals can get out. They have no plan or risk assessment for cleaning out the cows. There is no mention of any health records animal or human. There is no first aid boxes anywhere on site. There are no isolation areas on the map. There is no seeding records. There is no mention of any first aid trained staff or first aid room. They mention getting sheep on records but the only place to put them is in the cattle field which means the cattle would have to stay in the shed and not cleaned. They don't say how, what, how many or when they seed any of their animals. There is no area to prep the food.

no place to store the chemicals securely and safely. So they may get into food and harm the animal. on wednes day they only have one staff which can lead to less work being done as they have to do it all themselves and because of that the worker may rush and not clean properly or miss feed an animal which can harm the animal. on the routine it states they feed the rodents at 14.30 which isn't very naturalistic for the animal! as the gerbils and chinchillas are nocturnal creatures ~~and they should be fed at night~~ so feeding them midday can stress them as they are forced to eat when they should be sleeping. they feed the cattle during the day when they would be eating and they are fed hay which is ~~not~~ grass which is very similar as they would be eating mostly grass in the wild. it doesn't specify but the farm should be using different enclosures for housing as using the same ones over may cause stress which can lead to some health problems. it doesn't state the size of the enclosures for the rodents or housing for the cows so they may be cramped in a small

space. The Cow shed should be cleaned more frequently than one a month at least spot cleaned. It is never stated that the cows get let out of the shed. It isn't told how far or how long get the cows to the show the cows might be cramped for a long time you also need a license to transport animals like that. There is no mention of a risk assessment for staff cleaning out and bedding the cows. There is no mention of a hand wash station so staff and visitors may be spreading germs and chemicals to the ~~are~~ animals. or the staff job is taking the cows to the show leaving one person to look after the farm

Learner response 1 gained 8 marks, the middle of band 2. Obvious points from the stimulus material were correctly identified, some with expansion but limited reference to the five welfare needs, though some relevant connections have been made to how routines and procedures meet welfare needs. There are some sensible suggestions for improvement but there is a tendency to lose focus and drift into content that would be suitable for activities 2 and 3.

Learner response 2 (18 marks)

The five animal needs are, the need to be protected from pain, injury and suffering, the need to exhibit natural behaviour, the need for a suitable diet, the need for a suitable environment and the need to be housed separately or together. These 5 needs are under the Animal Welfare Act 2006 and must be followed. They do not specify what they feed the rodents so we cannot be sure if they are getting a suitable diet or not, they could be getting fed the completely wrong stuff. Rodents like mealworms and vegetables as they have protein and essential nutrients in them like vitamin C. If they are not getting the right amount of nutrients they will not grow properly. Rodents also need to be fed twice a day once in the morning and once in the evening as this is not

being done they are not having the need for a suitable diet under the Animal Welfare Act 2006. The need for a suitable environment rodents like chinchilla's and rats need to have enrichment in their enclosure that they can climb on as they do not have this, the need is not being met. However they are giving them nesting material which rats and chinchilla's like, they are using sawdust which can get in the animals eyes and sting which means they are not protected from pain injury and suffering. When they are moving the animals they wear no form of protection over clothing so if the animals claw gets stuck in their top and gets ripped out the people have then caused them a lot of pain by not wearing correct PPE. In the wild cattle forage for food meaning if they just chuck it in one pile and make it easy for them it is not recreating their natural foraging behaviour, however hay is roughage like they would eat in the wild they also eat grass like in the field so this is ~~not~~ ^{recreating} the suitable diet need.

The cattle shed has no sign for door so if there isn't one they can roam free and potentially hurt themselves as the shed is not connected to the field. There is no fence around the field hedge so if the cattle were to run straight through they could end up on the road and harm themselves. There is also no size specification on any of the enclosures so we do not know if they are the correct size so they may not be having the need for a suitable environment. All the animals are social so the cattles need to be housed together is being met however it does not specify if the rats live together, or chinchilla's or guinea pigs do. The routine tasks and procedures do not follow a logical order as they do not clean out the water trough everyday like they should they do it once a month in that time the cattle could have picked up a disease which under the Animal Welfare Act 2006 does not follow the need to be protected from pain, injury and suffering. They

only do full cleans once a week which as they are not doing regular spot cleaning means it should be fully cleared at least three times a week but preferably everyday so the animals don't get diseases from unwashed bedding. They only check for damage once a month this should be done everyday in order to prevent injuries. The animals are handled before they are fed and they are not fed until two thirty in the afternoon. This means they go hungry for most of the day. There is only an hour to check all animals which with three people isn't enough time. They should be health checked twice a day in case they have picked up an injury during the day. This Saturday Olga has to move fifteen cattle sheep alone, this will take her a lot longer than if she had help but as Dan and Jacob are working with the other animals they cannot help her so they need more staff. If they had more staff cleaning could be done more regular as they would have more time.

(Total for Activity 1 = 20 marks)

Learner response 2 demonstrates a clear understanding of the needs of different animal species, addressing all of the five welfare needs and giving clear consideration of routines, tasks and procedures in this light. There are a few minor weaknesses in reasoning, therefore it was not awarded the full 20 marks.

Activity 2

Learners achieving the highest number of marks in this activity addressed a range of factors affecting workers and members of the public using evidence from the scenario, clearly explaining why each issue could affect their health and safety and providing well-developed reasoning for any improvements they suggested. Responses were structured logically, providing coherent and relevant arguments throughout. Reference to legislation was sometimes present in these responses, e.g. COSHH and RIDDOR, but in terms of providing context rather than focusing on the legal responsibilities.

A small number of learners concentrated solely on the health and safety of animals present in the scenario, though this was much less prevalent than in previous series. These learners were awarded for their understanding of these aspects but did not gain marks above band 1.

Learner response 3 (5 marks)

The health and safety requirements at Bridge fern farm Park they could bring in the correct amount of staff for the right days. On thursday alga and jacob could both show the cattles to help reduce the chances of a possible accident or one of the cows going missing. There could also be more people to assist in bringing in the 15 sheep due to it being time consuming and dangerous for 1 person to do it by themselves.

Staff should always make sure that they place all of the chemicals that they have used in the correct places and containers to reduce the chances of cross ~~of~~ the chemicals. They must also wear the correct protective gear to stop them from getting the chemicals on their skin or inhaling it.

Staff must make sure to do a full wash down and change their cloths on the dairy. They must always cut their nails to the correct length so that dirt and bad bacteria don't get in them due to this being able to cause illnesses to the staff.

The staff must ensure that they don't get bitten or if they do then make sure to clean the wound and to write it down on the medical records.

When using medication always make sure to keep a ~~re~~ updated record of the amount and the time you gave the dosage to prevent there being any sort of mix up or prevent an animal from having two doses of medication.

The staff could provide the cows with hay in the field when they are being turned out ^{especially in winter} to ~~reduce~~ the ~~ch~~ as there won't be much grass left in the field for them to eat and it could

Reduce the chances of them being as
boored in the field or for them to
ruin the grass in their accomidation.
They could half the field to allow
the grass to grow on one half of
the field and then switch the over
every now and then.

Learner response 3 identifies several places where health and safety practices are lacking but does not make specific links to the scenario in many places, making much of the content that is relevant to health and safety quite generic. The response also contains material more suited to inclusion in activity 1 and so lacks focus and suitable reasoning - these features limit the marks that can be awarded to no higher than Band 1.

Learner response 4 (11 marks)

in the standard operation procedures it mentions that staff should put on PPE, this meets the health and safety requirements as it can stop cross contamination from the animals to the staff. There is no mention of COSHH during the full clean and disinfectant or rodent housing so we don't know if the disinfectant used is hazardous to health. A change I would make to this is to mention the disinfectant that is being used. In the farm layout it doesn't mention any post or rail fencing being used around the pond. This shows that the health and safety requirements aren't being met as this could be a risk to the public or staff as they could fall in. ~~respirators~~. A change I would make to this is to put fencing around the pond to reduce this risk. It mentions now there is hazardous chemicals used for cleaning and disinfecting and this is controlled by staff using gloves and overalls while cleaning.

This meets the health and safety requirements as the use of overalls and gloves ~~as it~~ will reduce the risk of staff being harmed when cleaning. It also mentions how the rodents could bite or scratch and the control for this is to wear gloves when moving the animals. This meets the health and safety requirements as the use of gloves could reduce the risk of staff being scratched or bitten whilst moving the animals. There is no mention of ~~it~~ if the animals scratch or bite, this doesn't meet the health and safety requirements as it could put the staff or public at risk from being bitten by the animals. A change, would make to this ~~is~~ is to label which animals bite or scratch to reduce the risk of people being harmed when it comes to handling them and so they know if they need to wear protection. ~~on the site~~ ~~there is some signage to remember staff working on machinery~~ It also mentions how staff should refer to the risk assessments for safe working, this meets the health and safety requirements as the staff will be aware of the controls to reduce the risk

of them being harmed or injured.

There is also no mention of a fire or emergency exit. This could put staff or the public at risk if there is a fire. A change I would make to this is to add a fire or emergency exit to reduce this risk and to make it safer for the staff and public.

There is no mention of first aid available to the public or staff. Having first aid available will make it safer for anyone that has hurt themselves or has been harmed by an animal. This shows that the health and safety requirements aren't fully being met. It also doesn't mention the cattle getting a healthcheck after the local show. This could be a health and safety risk to staff and the public as the cattle could have caught ringworm which can be passed onto humans.

Learner response 4 demonstrates a logical structure, raising issues that are relevant. Most points identified have been expanded upon, with sensible suggestions for improvement, though some expansions lack the detailed reasoning that would be expected for higher marks within Band 3.

Activity 3

Learners often correctly referenced legislation around Health and Safety at Work and Control of Substances Hazardous to Health (COSHH) regulations as being applicable. 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 Act, Welfare of Farmed Animals and Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018.

The highest achieving responses used both the legal checklist with learners additionally applying their own depth of knowledge and understanding of responsibilities under relevant legislation to the context. They recognised that there were underlying links to several pieces of legislation and described why the legal obligations were important to the health, safety and welfare of the context.

A surprising number of learners stated that the Animal Boarding Establishments Act (1963) applied to this setting, even though the stimulus material contained no reference to the boarding of dogs or cats. This indicates a lack of familiarity with the effect of legislation on the management of animal welfare in different contexts and thus impacted on the number of marks that learners were able to achieve. Additionally, some learners additionally interpreted the checklist provided as being good practice followed at the setting, rather than using it as a basic prompt for legal requirements that should be complied with.

Additionally, there seemed to be a proportion of learners who listed poor practices, giving responses almost more suited to Activity 1 than here.

Learner response 5 (5 marks)

There are some legal responsibilities being met at Bridgefern Farm Park. For example, the animal transportation act, as on their legal requirement checklist they say about them following ~~the~~ the law ~~are~~ correctly however they don't mention the specific information like the sizes and breaks that is needed for the animals.

They don't mention the wildlife and countryside act which I think they need to as they have a big lake onsite which is the farms responsibility.

And it may also be a habitat for lots of wildlife animals and they need to protect the wildlife.

They also follow the welfare act as they make sure that they have comfortable bedding.

fresh food and water and be treated if they have any ~~are~~ injuries or health problems. These are all part of the 5 welfare ~~are~~ needs.

I would recommend that they mention about COSHH as it is supposed to control the chemicals and cleaning products that they use, to prevent any accidents from ~~happening~~ happening to the animals, ~~the~~ public and staff.

I would also mentioning DEFRA as they should be following them and they should be using DEFRA approved products to make sure they are ~~staff~~ safe for everyone including the animals.

Learner response 4 shows awareness of legislation and the types of areas they apply to, but has not expanded in any depth on how it applies to the scenario, for example - 'to protect the wildlife' does not demonstrate an understanding of the what the legislation applies to or how the legal responsibilities could be met within the context and so limited the marks that could be achieved to Band 1.

Learner response 6 (10 marks)

Number ~~one~~¹ of the checklist has no mention of any of the workers having a copy ~~on~~^{available in} them or there being an existence of one within the park. For the requirement to be met they should get a copy of the welfare ~~code~~^{code} for cattles and maybe have it on display around the cattle enclosure. Within number 2 of the checklist this ^{is} met because on their SOP's it covers risk assessments, and PPE, ~~to~~^{and} the safety of the animal. In number 3 of the checklist there's ~~no~~^{no} mention of what their house is made of and if it's safe, ~~well-constructed or checked~~^{they check every month to see if it's damaged} regularly. To meet this requirement they should have a report of the enclosure of every animal and do a visual check daily on their enclosure because if ~~a~~^{there's} a nail sticking out it could injure the animal, this would go against the 5 needs as they're not protecting them ~~from harm~~. Within number 4 of the checklist the requirement is not met because the cattle enclosure doesn't have a door, which means anything can get in or they're free to roam. To meet requirements they should add a gate to the cattle enclosure so it's ~~safe~~^{secure} ~~from~~ and safe area to enclose the cattles in. For number 5 the requirement is met to a degree the reason why is because rodents get fresh bedding weekly when it should actually be daily as the urine can burn their feet. For cattle it depends on the season as they might be trying to keep

the cows warm by piling on top of old bedding which in that case monthly is ok. However, to ensure requirements are met rodents should have fresh bedding daily to make sure they're safe from injury and suffering so they can be comfortable. Within number 6 of the checklist the park fails to meet these requirements because they state that the water trough is cleaned every month. This is bad because unclean water can have campylobacter and other disease which can pass onto humans especially if the cows are being milked. To meet requirements they should give all animals daily fresh water to prevent disease. Within number 7 they fail to meet this requirement because on the map of the park they don't have an isolation unit whatsoever. To meet requirements they need to ~~actually~~ build an isolation unit and show case it on the map. On number 8 of the checklist there's no mention they inspect and treat for disease ~~but~~ they don't mention that they separate animals beforehand. To meet requirements they should have a build separate to keep animals separated and treat them for disease. Number 9 on the checklist there's no mention of medical records being kept for animals for the last three years. To meet the requirements they should make it clear that they ~~do~~ have medical records for animals for the last three years and if they haven't started they should start now. Number 10 on the checklist is not met because they don't have information cards on their enclosures. To meet requirements they should add info cards to all of the enclosure of animals. Within number 11

Of the checklist the requirement is not met because the car park is blocking the main entrance of the park. To meet requirements what they should do is move the car park ~~elsewhere~~ ^{to a different location} as then the main entrance is clear. Within number 12 of the checklist there's not enough detail to how the animals are transported therefore, it's unclear to determine if the requirements are met. For future reference the park should show clear ~~transport~~ ^{understanding} on the Animal Welfare Transportation Act 2006 throughout all it's staff and report how transportation is carried.

Learner response 6 follows the structure of the checklist and addresses how each has been met. Most of these points have improvements that could be made, which are relatively sensible, though development of evaluation is lacking and references to legislation are implicit, which does not allow it to be awarded marks in Band 3.

Summary

Based on their performance on this paper, learners should:

- Ensure they are providing a suitable response related to the requirements of each activity
- 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 specific points from stimulus material
- 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
- Reference legislation explicitly where possible - but ensuring that it is which is relevant to the scenario, rather than trying to make reference to all the legislation that they are aware of
- 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
 - Give reasoning for improvements that could be made
- 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-technical/animal-care.html>.

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