



Higher National Unit specification

General information for centres

Unit title: Animals in Society

Unit code: F3TV 35

Unit purpose: This Unit develops knowledge and understanding of the complex relationships between humans and animals and the many ways in which animals are used by people from different societies. It also introduces some of the legislative aspects which affect animal and human interaction and situations involving the loss of an animal. It is suitable for candidates working with animals in a welfare situation or those who have a general interest in human interaction with animals.

On completion of the Unit the candidate should be able to:

- 1 Explain the relationship between people and animals in society.
- 2 Evaluate the impact of regulations on animals in society.
- 3 Evaluate the factors related to animal bereavement and euthanasia.

Credit points and level: 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, it would be beneficial for candidates to have achieved English or Communication at SCQF level 5 or equivalent.

Core Skills: There are opportunities to develop the Written Communication component of the Core Skill of *Communication* in this Unit at SCQF level 6 and the Critical Thinking component of the Core Skill of *Problem Solving* at SCQF level 5, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Outcome 1 could be assessed by an open-book investigation into the relationships between humans and animals in society. Outcome 2 could be assessed through an investigation in which candidates evaluate the roles of various organisations and the legislation which regulates animals in society. Outcome 3 could consist of a case study completed as an open-book exercise in which candidates evaluate animal bereavement and euthanasia. The assessments could be carried out at the end of delivery of each Outcome.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the relationship between people and animals in society

Knowledge and/or Skills

- ◆ Recreational uses
- ◆ Food
- ◆ By-products
- ◆ Companions
- ◆ Working animals
- ◆ Symbolism

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can explain the relationship between people and animals in society. This must include;

- ◆ at least two recreational uses of animals with at least one example of an animal used for recreational purposes in the UK and one example of another animal from another country of choice
- ◆ the use of at least two animals, one in the UK and one from another country of choice, for food and animal by-products
- ◆ a minimum of three potential benefits to humans, from companionship with animals
- ◆ a minimum of two uses of working animals, including one animal for work and one animal for assistance purposes
- ◆ ways in which animals may be seen as symbols, with at least one example of religious symbolism and one example of other cultural symbolism

Assessment Guidelines

The assessment could take the form of an investigation into the relationships between humans and animals in society with candidates producing a report which could be in the region of 1,500–2,000 words. This could be completed as an open-book assignment.

Higher National Unit specification: statement of standards (cont)

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Outcome 2

Evaluate the impact of regulations on animals in society

Knowledge and/or Skills

- Reasons for regulation
- ◆ Noise abatement
- ◆ Fouling behaviour by pet animals
- ◆ Zoonotic diseases
- ◆ Stray animal control methods
- ◆ Legislation relating to the regulation of animals
- ◆ Government and non-government organisations
- ◆ Animal Welfare

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can evaluate the impact of regulations on animals in society. This must include:

- ◆ at least three reasons for the regulation of pet animals and working animals
- ◆ the roles of at least one government organisation in the regulation of each of the following: noise abatement, pet animal fouling, the spread and containment of zoonotic disease and the control of stray animals
- ◆ the roles of at least one non-government organisation in the regulation of each of the following: noise abatement, pet animal fouling, the spread and containment of zoonotic disease and the control of stray animals
- ◆ at least two current pieces of legislation regulating animals and the implications of the legislation for animal welfare

Assessment Guidelines

This Outcome could be assessed as an open-book investigation in which candidates must demonstrate their ability to evaluate the issues surrounding the regulation of animals.

Higher National Unit specification: statement of standards (cont)

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Outcome 3

Evaluate the factors related to animal bereavement and euthanasia

Knowledge and/or Skills

- ◆ Reasons for animal euthanasia
- ◆ Process of euthanasia
- ◆ Disposal methods available
- ◆ The grieving process

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe two reasons why euthanasia may be recommended as a course of action in an animal.
- ◆ describe the facilities and the process of euthanasia for two animal species. The description must include environmental factors, equipment and staff.
- ◆ evaluate at least two methods available for the disposal of an animal. Methods must include two from burial at home, burial in a pet cemetery, individual cremation and mass cremation.
- ◆ evaluate the grieving process and the effects of the loss of an animal; on family members, on at least two personnel who may work with animals and on other animals in the family group.

Assessment Guidelines

This Outcome could be assessed through a given case study. This may be completed as an open-book assignment.

Administrative Information

Unit code:	F3TV 35
Unit title:	Animals in Society
Superclass category:	SP
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History of changes:

Version	Description of change	Date
02	Minor amendment to titles of Outcome 1 and 2.	28/10/14

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Higher National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is part of the HND award in Animal Care and it is intended that it be taught and assessed within the context of this award. It could however be taught as a stand alone Unit for those with an interest in animals and their welfare.

Outcome 1

This Outcome has excellent scope for class discussion and debate about the ways in which people use animals for pleasure, personal gain or work. The subject is so diverse that complete exploration of the relationships between humans and animals would be impossible within the constraints of a 40-hour Unit. It is therefore anticipated that tutors could introduce general coverage of the subject to the classroom, allowing the candidates to follow their own ideas and, in doing so, develop a greater understanding of human-animal relationships.

Examples of working animals could range from such animals as the hearing dog, to the use of camels as a mode of transport in the desert.

Symbolically, the learning could focus on animals used for religious purposes and on those animals that are particularly important to different cultures. Candidates could look at how different sections of society perceive animals, how this is reflected in the way that animals are treated, and also the choice of animals used for food and by-products.

Where animals are used as food or for other by-products, this must be explored from a UK perspective and at least one other country.

Working animals provide a great deal of scope for human-animal relationships with examples across the world providing the potential for study, from the increasing number of assistance animals to the animals of burden in the developing world. The use of animals for recreation could include those animals used for hunting, racing, show, or as performing animals. Again, the scope will be much wider than this and tutors should use their experience and knowledge to develop the ideas that come forth during discussion and debate in the classroom.

Animals provide great companionship for their owners, whether kept for that purpose or used as working animals. The potential benefits for human health and wellbeing of this bond are an essential part of the teaching of this Unit.

Outcome 2

Candidates should develop an understanding of the problems that occur due to humans and animals living in close proximity and the laws that have been imposed to regulate these problems such as the Animal Welfare Act and Animal Health and Welfare Act (Scotland), Abandonment of Animals Act;

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Pet Animals Act; Breeding of Dogs Act; Breeding and Sale of Dogs Act; Control of Dogs Order; Dangerous Dogs Act; and regulations relating to the transport of animals. Tutors should ensure that candidates have access to the most recent legislation including any amendments to these Acts.

Candidates should be taught the roles played in the control and enforcement of the laws surrounding these problems by certain organisations such as the local authority, DEFRA and the Department of Rural Affairs and the Environment for the Scottish Government and charitable organisations. It is anticipated that knowledge of the roles of these organisations will encourage a better understanding of the legislation surrounding the problems that can occur when humans and animals reside in such close proximity.

Outcome 3

Candidates should be able to explain the process of euthanasia and also the importance of the process being undertaken in a smooth, professional, compassionate manner. The human element of animal euthanasia could be developed through class discussion and case studies. The reasons for euthanasia must be understood (terminally sick animal; severe injuries; death of owner; owner terminally ill; change in circumstances; unwanted; behavioural problems; working animal no longer able to work; death imposed by law.) This is also the ideal opportunity to discuss the incidence of naturally occurring, perhaps more sudden, deaths such as those caused by sudden illness or road traffic accidents. The legislation relating to carcass disposal could also be considered.

This Outcome is also an opportunity to look at the grieving process from animals' points of view where animals have lost their own human or animal companions through death or euthanasia.

Guidance on the delivery and assessment of this Unit

This Unit can be taught in a centre environment or by distance learning. It has been designed with the intention that it forms part of the mandatory framework for the HND in Animal Care. Candidates will require access to textbooks, documentaries and the internet for completion of the Unit, in order to gain maximum benefit of the amount of information available on this subject. Each Outcome provides great scope for investigation and evaluation of human/animal relationships and discussion and debate should be encouraged.

Outcome 1 could be assessed by requiring candidates to investigate the issues surrounding the relationship between animals and humans and candidates should be encouraged to explore these issues in at least one other country. The findings of their investigation could be presented as a report.

For Outcome 2, candidates could investigate the need for and the role of animal regulation in society. It is important that any legislation cited by candidates is current.

Outcome 3 may be delivered through discussion and case study and assessed through the presentation of a case study where candidates have to evaluate the processes of euthanasia and the bereavement.

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Opportunities for developing Core Skills

There are opportunities to develop the Written Communication component of the Core Skill of *Communication* in this Unit at SCQF level 6 and the Critical Thinking component of the Core Skill of *Problem Solving* at SCQF level 5.

Outcomes 1 and 2 require candidates to investigate the relationship between animals and humans and the regulation of animals in society. Should candidates present their findings in the form of a report, there may be the opportunity to develop the Written Communication component.

The case study presented in Outcome 3 may provide the opportunity to develop the Critical Thinking component of the Core Skill of *Problem Solving*, at SCQF level 5.

Open learning

This Unit may be suitable for delivery by open and distance learning where additional resources are available for candidate support, assessment and quality assurance.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

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This Unit has been designed to enable you to develop a wide understanding of the relationships between people and animals. You will need to investigate and evaluate the wide range of uses of animals in the UK and in at least one other country, but you are encouraged to explore the issues arising across the world.

The Unit is separated into three Outcomes.

In the first Outcome, there is wide scope for investigation and discussion on the use of animals by humans for work, recreation, food and by-products, as companions and symbolically (eg through religious and cultural diversity).

The second Outcome looks at the problems that can occur when animals and people live in close proximity such as noise abatement in relation to barking dogs, fouling by pet animals, zoonotic diseases, stray animals and legislation relating to the regulation of animals in society.

Euthanasia and animal bereavement have become an integral part of human relationships with animals and will be studied and evaluated in Outcome three. This Outcome explores the reasons for animal euthanasia, what the process entails, disposal methods available following euthanasia and the grieving process from the perspective of family members and those who work with animals.

The assessment for Outcome 1 may be assessed by an investigation into the relationships between humans and animals in society. Outcome 2 may be an assignment in which you are asked to analyse the role of legislation and various organisations in the regulation of animals. In Outcome 3 you may be presented with a case study where you are asked to evaluate animal bereavement and euthanasia. The assessments are likely to take place at the end of delivery of each Outcome.

There may be opportunities to develop the Written Communication component of the Core Skill of *Communication* in this Unit. Outcomes 1 and 2 require candidates to investigate the relationship between animals and humans and the regulation of animals in society. Should you present findings in the form of a report, there may be the opportunity to develop Written Communication.

The case study presented in Outcome 3 may provide the opportunity for you to develop the Critical Thinking component of the Core Skill of *Problem Solving*, at SCQF level 5.