



National Unit Specification: general information

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

CODE F6SJ 11

SUMMARY

This Unit may be suitable for candidates who have a basic knowledge of feeding small animals and wish to expand this knowledge to include the underpinning reasons for variations of diet for particular groups of small animals. The aim is to introduce the concepts of lifestage feeding and feeding according to the particular digestive ability of that animal.

OUTCOMES

- 1 Describe the basic nutrient requirement for small animals.
- 2 Describe appropriate food presentations for small animals.
- 3 Prepare and supply appropriate food presentations for small animals.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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.*

Administrative Information

Superclass: SP

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National Unit Specification: general information (cont)

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF Level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Describe the basic nutrient requirement for small animals.

Performance Criteria

- (a) The basic nutrients in food are correctly described.
- (b) The functions of the basic nutrients are described in the diet of small animals.
- (c) The requirement for basic nutrients by different groups of small animals according to lifestyle and lifestage are correctly described.

OUTCOME 2

Describe appropriate food presentations for small animals.

Performance Criteria

- (a) Appropriate food presentations are described for small animals according to their behavioural and physiological requirements.
- (b) Describe advantages and disadvantages of different food presentations for small animals.

OUTCOME 3

Prepare and supply appropriate food presentations for small animals.

Performance Criteria

- (a) Food is prepared correctly for small animals.
- (b) Food is provided correctly for small animals according to their physiological and behavioural requirements.

National Unit Specification: statement of standards (cont)

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

All relevant operational procedures undertaken in this Unit must adhere to current legislation, regulations, codes of practice and manufacturers' recommendations where appropriate.

Written and/or recorded oral evidence is required to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria (PC).

Outcome 1 — Written and/or recorded oral evidence

Written and/or recorded oral evidence to describe the nutrients and their requirements by a selection of small animals.

All the basic nutrients listed in the Support Notes should be covered.

At least three species of animals and two special groups of animals should be covered for each PC.

Outcome 2 — Written and/or recorded oral evidence

Written and/or recorded oral evidence demonstrating knowledge of appropriate foods, their advantages and disadvantages relating to all species mentioned in the content statement.

Food preparations, behavioural and physical requirements relating to feeding should all be covered.

A minimum of four small animals from the list in the Support Notes should be covered for the Outcome.

Outcome 3 — Performance evidence

Performance evidence, with the use of an observation checklist, to demonstrate competence in the preparation and supply of appropriate food presentations for small animals.

At least three species of animal and two special groups should be covered for the Outcome.

Centres must be satisfied that the evidence submitted is the work of individual candidates.

When using Performance Evidence, assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external verification purposes.

National Unit Specification: support notes

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

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 is a mandatory Unit within the National Certificate in Animal Care at SCQF level 5, but may also be taken as a free-standing Unit.

This Unit is aligned to the following Lantra, Sector Skills Council's National Occupational Standard (NOS) Units:

- (CU1) Maintain safe and effective working practices
- (CU3) Promote, monitor and maintain health, safety and security
- (AC2) Assist with animal feedstuffs
- (CU32) Maintain health and welfare of animals
- (CU33) Provide feed and water to animals
- (CU34) Promote and maintain the health and wellbeing of animals
- (CU35) Plan and monitor animal diets and feeding regimes

On completion of this Unit the candidate will be able to describe appropriate food stuffs and feeding regimes for a range of small animals. They should also be able to describe circumstances when the feeding regime has to be altered. They should also be able to carry out the practical tasks of feeding small animals.

Physical resources could include:

- ◆ Selection of small animals
- ◆ Feeding systems for above animals
- ◆ Appropriate classroom equipment
- ◆ Examples of different foodstuffs

Corresponding to the Outcomes:

Outcome 1

The candidate should understand the functions of the different nutrients and how the requirement for these alters with species, life stage and different health problems. Basic nutrients covered could include:

- ◆ Protein
- ◆ Carbohydrate
- ◆ Fat
- ◆ Vitamins and minerals
- ◆ Water

National Unit Specification: support notes (cont)

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

Small animals covered could include: dogs; cats; rabbits; guinea pigs; hamster; mouse; rat; gerbil; ferrets.

Life stages and health problems covered could include:

- ◆ Pregnant
- ◆ Growing
- ◆ Lactating
- ◆ Old
- ◆ Working
- ◆ Underweight
- ◆ Overweight
- ◆ Sick

Outcome 2

The candidate should be able to apply their knowledge of nutrition to practical situations and describe different types of foodstuff, prepare them correctly and supply them to small animals.

Small animals covered could include: dogs; cats; rabbits; guinea pigs; hamster; mouse; rat; gerbil; ferrets.

Food presentations covered could include: moist; semi-moist; dry; mixes.

Behavioural requirements covered could include: species' natural feeding behaviour (herbivore, carnivore, omnivore).

Physiological requirements could include:

- ◆ Digestive system
- ◆ Age
- ◆ Pregnancy
- ◆ Lactation
- ◆ Working
- ◆ Sick
- ◆ Underweight
- ◆ Overweight
- ◆ Environmental factors

Outcome 3

The candidate should be able to demonstrate that they can prepare foodstuffs correctly and supply them to a variety of small animals as identified in the content statement.

Food presentations covered could include: moist; semi-moist; dry; mixes.

Small animals covered could include: dogs; cats; rabbits; guinea pigs; hamster; mouse; rat; gerbil; ferrets.

National Unit Specification: support notes (cont)

UNIT Animal Care: Small Animal Feeding (SCQF level 5)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate could complete Outcomes 1 and 2 in a classroom environment and Outcome 3 should have a considerable practical element where the candidate can experience, under instruction, the feeding of small animals.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Communications, Numeracy and the *Working with Others* (SCQF level 4) components will be some of the Core Skills used in this Unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

The candidate could be presented with approximately 20 restricted response questions to satisfy all the Performance Criteria.

Satisfactory achievement of the Outcome would be to correctly answer questions from each of the PCs for at least three species of animals and two special groups of animals.

70% of the questions from each PC section must be correct to achieve the Outcome.

Outcome 2

The candidate could be presented with 10 restricted response questions regarding all the appropriate foods, their advantages and disadvantages as defined in the Content information.

Satisfactory achievement would be on answering seven of the restricted response questions correctly.

Outcome 3

The candidate could be observed directly preparing and supplying food for at least three species of animal and two special groups as defined in the content section.

Satisfactory achievement would be the safe preparation and provision of food taking into account all aspects of hygiene and health & safety.

Time should be allowed for any necessary re-assessment.

National Unit Specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements