



National Unit specification

General information

Unit title: Animal Care: Basic Care of Reptiles (SCQF level 4)

Unit code: HA1K 44

Superclass: SP

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Unit purpose

This Unit allows the learner to develop the knowledge and skills required to care for a selection of different reptile species. Learners will become acquainted with the importance of providing appropriate accommodation and feed and will have the opportunity to develop basic handling skills for a selection of reptile species. The Unit is intended for learners who have little or no formal knowledge or experience of working with or handling reptiles. The Unit is suitable for learners who may wish to keep reptiles as pets or those pursuing a career in animal care.

Learners who successfully complete this Unit may wish to progress to study *Animal Care: Reptile and Amphibian Care* at SCQF level 5, either in isolation or as part of the National Certificate in Animal Care.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe the origins, habitats and requirements of reptile species.
- 2 Feed and care for reptile species.

Credit points and level

0.5 National Unit credit at SCQF level 4: (3 SCQF credit points at SCQF level 4)

Recommended entry to the Unit

There are no specific entry requirements for this Unit. Entry is at the discretion of the centre.

National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

Achievement of this unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4 Planning and Organising at SCQF level 4

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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

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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 origins, habitats and requirements of reptile species.

Performance Criteria

- (a) Describe reptiles natural habitats and origins.
- (b) Describe reptiles environmental requirements, to include:
 - ◆ heating
 - ◆ lighting
 - ◆ water
 - ◆ substrate
 - ◆ furniture
- (c) Describe feeding requirements (including supplementation if appropriate).

Outcome 2

Feed and care for reptile species.

Performance Criteria

- (a) Demonstrate appropriate handling of reptiles from different groups.
- (b) Demonstrate feeding with appropriate feedstuff and through appropriate presentation for reptiles from different groups.
- (c) Carry out appropriate cleaning and maintenance of accommodation for reptiles from different groups.
- (d) Carry out basic health checks for reptiles from different groups.
- (e) Monitor and record environmental parameters.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Outcome 1

Evidence is required of the learner' ability, for a minimum of two species from different reptile groups, to describe:

- ◆ origins and natural habit for the species in its wild state.
- ◆ environmental requirements for the animal in captivity (including, heating, lighting, water, substrate furniture).
- ◆ appropriate feedstuffs and means of presentation.

Potential methods of assessment could include:

- ◆ A simple academic poster
- ◆ A PowerPoint presentation
- ◆ A short booklet
- ◆ A video presentation
- ◆ A short talk backed up by a handout
- ◆ A dramatisation
- ◆ A puppet show

Outcome 2

Performance evidence is required to demonstrate the learner's ability, for a minimum of two reptile species from different groups, to:

- ◆ demonstrate appropriate handling.
- ◆ demonstrate feeding with appropriate feedstuff and through appropriate presentation.
- ◆ carry out appropriate cleaning and maintenance of accommodation.
- ◆ carry out a basic health checks.
- ◆ monitor and record environmental parameters on at least five occasions.

The assessment for this Outcome could be in the form of an appropriate observation checklist.



National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

Guidance on the content and context for this Unit

This Unit can be delivered as a free-standing Unit or as a Unit within the SCQF level 4 award in Animal Care.

This Unit is designed to give learners a basic understanding of establishing, caring for and maintaining a selection of reptile species.

On completion of this Unit, the learner will be able to safely handle a minimum of two reptile species from different groups and maintain accommodation to a good standard for these animals. Learners will also gain an understanding of the basic husbandry requirements for the species concerned.

For purposes of clarification, the term 'reptile groups' refers to the groups commonly kept in captivity: Lizards, Snakes and Chelonia.

Learners who complete this Unit as part of an Introductory Animal Care course may wish to consider progression to National Certificate in Animal Care at SCQF level 5.

Guidance on approaches to delivery of this Unit

For both purposes of demonstration and completion of the practical tasks, it should be possible for learners to have access to equipment appropriate to and necessary for the appropriate care of at least two reptile species from different reptile groups. Consideration should be given to the availability of the following:

- ◆ Appropriate vivarium or other suitable accommodation
- ◆ Heating
- ◆ Lighting
- ◆ Substrate
- ◆ Furniture
- ◆ Water
- ◆ Appropriate feedstuffs for the available species
- ◆ Monitoring equipment (eg Thermometers, Hygrometers)

National Unit Support Notes (cont)

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Outcome 1

Delivery of this Outcome may provide opportunities for some co-operative learning activities and group research tasks as well as individual research tasks followed by class discussions before the learners embark on producing their evidence. Learners should, with guidance, largely carry out their own research. The format of the presentation of evidence is at the discretion of the centre.

If delivered holistically, the practical sessions may provide opportunities to explore and discuss the areas required.

Outcome 2

Delivery of this Outcome could be through practical sessions with demonstrations of use of equipment at the centre. Opportunities should be given to students to become familiar with the handling and set up available equipment.

This Outcome may provide opportunities for discussion of types of invertebrate and vertebrate feedstuffs and welfare concerns associated with the feeding of vertebrate feedstuffs.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

This Outcome presents an opportunity for centres to use diverse forms of assessment. Learners could produce an appropriate presentation which provides evidence that they have researched a minimum of two reptile species from different reptile groups. Methods of presentation are at the discretion of the centre and could take into account individual student preferences.

The student could be encouraged to choose from a diverse range of presentation methods to provide evidence for this Outcome which could include:

- ◆ A poster presentation
- ◆ An electronic slide-show presentation
- ◆ A short talk backed up by a handout
- ◆ A short booklet
- ◆ A video presentation
- ◆ A dramatisation
- ◆ A puppet show

National Unit Support Notes (cont)

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Outcome 2

Evidence for this Outcome could be recorded by the means of an appropriate Observation Checklist. Brief questions could be used during observation to ensure the learner understands the reasons behind the actions they are undertaking.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There may be opportunities to develop the Core Skills of *Communication* and *Information and Communication Technology (ICT)* at SCQF level 4.

Completion of this Unit will contribute towards a learner's employability by allowing them to demonstrate their practical skills in a specialist context.

This unit has the Critical Thinking and Planning and Organising component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4 and Planning and Organising at SCQF level 4.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is aimed at providing you with a sound understanding of the basic care of reptile species and to allow you to develop an understanding of the origins of some commonly kept reptile species. The Unit will allow you to develop your research skills as well as your practical handling technique.

You will be assessed by a mix of theory and practical assessments which will ensure you understand the basics of reptile care and can apply that knowledge in a practical context.

On completion of this Unit you will understand about the basic tasks when maintaining a reptile's accommodation and feeding reptile species.

You will develop skills to carry out essential routine maintenance duties required to ensure the well-being of reptiles under your care.

Completing this Unit will be beneficial if you want to pursue a career in the Animal Care sector and can help progress to the SCQF level 5 National Certificate in Animal Care. It could also be useful if you simply keep or want to keep reptiles as pets.

This unit has the Critical Thinking and Planning and Organising component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 4 and Planning and Organising at SCQF level 4.