



National Unit Specification: general information

UNIT Animal Care: Neo–Natal Care (SCQF level 5)

CODE F6T7 11

SUMMARY

The candidate will acquire and apply knowledge of the neo-natal care of small animals. The Unit is aimed at those who wish to develop their skills in caring for neo-natal animals.

OUTCOMES

- 1 Describe methods of care of the neonate in small animals.
- 2 Describe and apply methods of rearing orphan small animals.
- 3 Describe genetic and congenital conditions commonly occurring in small animals.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at SCQF level 5 (3 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.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skill development, these are highlighted in the Support Notes of this Unit Specification.

Administrative Information

Superclass: SP

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National Unit Specification: statement of standards

UNIT Animal Care: Neo–Natal Care (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 methods of care of the neonate in small animals.

Performance Criteria

- (a) Describe procedures to ensure successful suckling and mothering in small animals.
- (b) Describe the appropriate environment for neo-natal small animals.
- (c) Describe selected methods of fostering and weaning methods for small animals.

OUTCOME 2

Describe and apply methods of rearing orphan small animals.

Performance Criteria

- (a) Describe and apply methods of feeding orphan small animals correctly.
- (b) Describe methods of managing excretion and hygiene in orphan small animals correctly.
- (c) Describe methods of socialising orphan small animals correctly.

OUTCOME 3

Describe genetic and congenital conditions commonly occurring in small animals.

Performance Criteria

- (a) Selected Congenital and Inherited conditions are correctly distinguished and described.
- (b) Methods of avoiding the perpetuation of selected congenital and inherited conditions are correctly described.

National Unit Specification: statement of standards (cont)

UNIT Animal Care: Neo–Natal Care (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 and Performance 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

The candidate must describe listed aspects from the following methods of care for the neonate: Suckling, Mothering, Environment, Fostering, Weaning for a minimum of five animals as listed.

Outcome 2 — Written and/or recorded oral evidence and Performance Evidence

The candidate must describe listed aspects from the following methods of rearing orphan neonates: Feeding, Excretion, Socialisation for a minimum of four animals listed.

Performance evidence which demonstrates preparation and techniques for bottle feeding.

Outcome 3 — Written and/or recorded oral evidence

The candidate must describe at least two inherited and two congenital conditions. Centres must be satisfied that the evidence submitted is the work of the 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: Neo–Natal Care (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 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

- (AC1) Assist with the movement and handling of animals
- (AC2) Assist with animal feedstuffs
- (AC3) Maintain the cleanliness of the working environment
- (CU36) Enable animals to reproduce and care of their young
- (CU45) Control and restrain animals
- CU115 Control, handle and restrain animals
- (CU1) Maintain safe and effective working practices
- (CU3) Promote, monitor and maintain health, safety and security

On completion of this Unit the candidate will be able to describe methods of care for neo-natal animals and their dams, ensuring that appropriate environment and weaning techniques are applied. They should also be able to describe methods of fostering orphan or excess offspring in various species. The candidates will be able to describe and demonstrate methods of feeding orphan animals and managing excretion in the named species. They should be able to describe methods of socialisation of young animals. The candidates should be able to explain the difference between congenital and inherited conditions and how to minimise the occurrence of these.

Part of the skills for this Unit must be achieved by the handling of small animal species. Access to appropriate species must be available, preferably small animal but depending on centre availability, the use of calves or lambs may be appropriate for hand feeding.

Recommended physical resources:

- ◆ Handling aids, baskets, towels
- ◆ Examination area with tables
- ◆ Feeding equipment — bottles, tubes, bowls
- ◆ Cotton wool
- ◆ Swabs
- ◆ Gloves

This Unit is designed primarily for dogs, cats, rabbits and guinea pigs. However, it may also be appropriate to consider orphaned farm animals in this context.

The Unit aims to ensure that the candidate has the underpinning knowledge to assist with the management of neo-natal animals from birth to weaning and that he/she has a basic understanding of how to identify congenital conditions. The candidate should demonstrate his/her ability to artificially feed young animals and to manage their excretion.

National Unit Specification: support notes (cont)

UNIT Animal Care: Neo–Natal Care (SCQF level 5)

Corresponding to Outcomes:

Outcome 1

The requirements of the neo-natal animal should be described in terms of their environment, feeding, handling and hygiene. The candidate should demonstrate knowledge of fostering of whole or part litters in these contexts. The candidate should also be able to describe a suitable age and method of weaning for the given species. The following requirements should be covered:

- ◆ Suckling: colostrum; frequency of feeding.
- ◆ Mothering: warmth grooming; elimination; disturbance; allowing to suckle.
- ◆ Environment: size; temperature; bedding; hygiene.
- ◆ Fostering: single; multiple; single sex litters; even litter size.
- ◆ Weaning: timing; batch; gradual; sudden; feeding.

Small animals covered could include: dog; cat; guinea pig; gerbil; rabbit; rat; mouse; hamster; ferret.

Outcome 2

The candidate should be aware of artificial rearing methods for young animals in terms of the frequency of feeding and type of diet. The candidate should be able to demonstrate preparation of equipment and food as well as methods of restraint for bottle feeding of young animals. They should be aware that some young animals need to be stimulated to urinate and/or defaecate and they should be able to, at least describe but ideally also demonstrate appropriate techniques. The bottle feeding could be demonstrated on alternative small animals if neonates of suitable species are not available. The correct methods of socialising orphan animals should be described with regard to timing and methods. The candidate should be aware of the dangers of imprinting. The following important features of artificial rearing methods should be covered:

- ◆ Feeding: bottle feeding; dish feeding; milk substitutes; solid foods.
- ◆ Excretion: stimulation; cleanliness.
- ◆ Socialising: humans; same species; other species.

Small animals covered could include: dog; cat; guinea pig; gerbil; rabbit; rat; mouse; hamster; ferret.

Outcome 3

The candidate should be aware of the difference between congenital and inherited conditions and name examples of each. The candidate should be able to name a selection of common causes of non-genetic congenital conditions and thus how avoidance of these could reduce the occurrence of named disorders. Candidates should also be able to show awareness of suitable screening programmes for genetic conditions and how their occurrence can be reduced. The following conditions should be covered:

- ◆ Congenital conditions: cleft palate; cerebellar hypoplasia; cardiovascular defects.
- ◆ Hereditary conditions: hip dysplasia; deafness in Dalmations; Collie eye syndrome; polydactyly.
- ◆ Avoiding perpetuation of conditions: screening; outbreeding; avoidance of exposure to teratogens.

Small animals covered could include: dog; cat; guinea pig; gerbil; rabbit; rat; mouse; hamster; ferret.

National Unit Specification: support notes (cont)

UNIT Animal Care: Neo–Natal Care (SCQF level 5)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Class teaching should explain the basis of the Unit and deliver the theoretical knowledge. The candidate should also obtain practical instruction using live 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, ICT, Problem Solving and the *Working with Others* 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 10 restricted response questions to satisfy Performance Criteria (a), (b) and (c).

Satisfactory achievement of this Outcome will be based on the candidate producing seven correct responses for Performance Criteria (a), (b) and (c).

Outcome 2

The candidate could be presented with five restricted response questions to satisfy Performance Criteria (a), (b) and (c). The candidate should be able to demonstrate bottle feeding in an animal and how to stimulate excretion in an animal. These demonstrations may be simulated in the absence of suitable neonates. The assessment could be carried out with the aid of an observation checklist.

Satisfactory achievement of this Outcome will be based on the candidate producing four correct responses for Performance Criteria (a), (b) and (c) and satisfying the requirements of the performance evidence checklist. Access to appropriate species must be available, preferably small animal but depending on centre availability, the use calves or lambs may be appropriate for hand feeding.

Outcome 3

The candidate could be presented with 10 short answer questions to satisfy Performance Criteria (a), (b) and (c).

Satisfactory achievement of this Outcome will be based on the candidate producing seven correct responses for Performance Criteria (a), (b) and (c).

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