



## National Unit Specification: general information

**UNIT**      Animal Care: Avian Care (SCQF level 5)

**CODE**      F6SN 11

### SUMMARY

This Unit may be suitable for candidates who wish to work with pet birds. The aim of the Unit is to introduce the concepts of general husbandry for both psittacine and passerine birds that are commonly kept as cage or aviary birds.

### OUTCOMES

- 1 Identify species of birds and describe their suitability for cage and aviary.
- 2 Identify and carry out suitable husbandry routines for a range of cage and aviary birds.
- 3 Recognise common health problems in a range of cage and aviary birds.

### RECOMMENDED ENTRY

There are no formal entry requirements although a basic practical knowledge of cage and aviary birds would be helpful.

### 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.*

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### Administrative Information

**Superclass:**      SP

**Publication date:**    May 2009

**Source:**            Scottish Qualifications Authority

**Version:**            01

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## **National Unit Specification: general information (cont)**

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### **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.

## **National Unit Specification: statement of standards**

### **UNIT        Animal Care: Avian 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**

Identify species of birds and describe their suitability for cage and aviary.

##### **Performance Criteria**

- (a) Identify correctly species of birds suitable for cages and aviaries.
- (b) Describe the suitability of different species as cage and aviary birds.

#### **OUTCOME 2**

Identify and carry out suitable husbandry routines for a range of cage and aviary birds.

##### **Performance Criteria**

- (a) Identify correctly foodstuffs for different species of cage and aviary birds.
- (b) Appropriate foodstuffs for different species are correctly prepared and supplied.
- (c) Type of accommodation and environmental conditions for different species is correctly described.
- (d) Accommodation for different species is correctly prepared and maintained.
- (e) Identify suitable handling techniques for a range of cage and aviary birds.
- (f) Carry out suitable handling techniques for a range of cage and aviary birds.

#### **OUTCOME 3**

Recognise common health problems in a range of cage and aviary birds.

##### **Performance Criteria**

- (a) Recognise correctly signs of health and ill-health in birds.
- (b) Recognise correctly common disease problems in cage and aviary birds.
- (c) Describe accurately remedial treatments for common disease problems in cage and aviary birds.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Animal Care: Avian Care (SCQF level 5)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

Written and/or recorded oral evidence and performance evidence, supplemented by an observation checklist, is required to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria (PC).

#### **Outcome 1**

Performance evidence to identify 10 commonly kept cage and aviary species.

Written and/or recorded oral evidence of the suitability of five commonly kept species, as cage and aviary birds.

#### **Outcome 2**

Performance evidence of preparing and maintaining one indoor bird accommodation and one outdoor bird accommodation.

Performance evidence of supplying food to at least three different species of birds with different dietary requirements.

Written and/or recorded oral evidence of dietary requirements and accommodation requirements of at least three different species.

Performance evidence of handling one bird species.

#### **Outcome 3**

Performance evidence of the candidate's ability to recognise symptoms of ill health and two common diseases.

Written and/or recorded oral evidence of candidate's ability to describe remedial treatments for five common diseases.

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: Avian 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 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
- (CU29) Assist with the care of animals
- (CU33) Provide feed and water to animals
- (CU32) Maintain health and welfare of animals
- (CU34) Promote and maintain the health and wellbeing of animals
- (CU37) Establish and maintain animals within their accommodation

On completion of this Unit the candidate will have knowledge of the species of birds that are commonly kept (and suitable) for keeping in cages and aviaries. They will have a good basic knowledge of the accommodation, feeding and general care of such birds and how to recognise illness and common health problems that they may develop.

Facilities which would be required for the delivery of this Unit include:

- ◆ A selection of birds kept in an aviary and/or cages
- ◆ Suitable feedstuffs for a range of birds
- ◆ Appropriate classroom equipment
- ◆ Visual aids to identify species of suitable birds

#### Corresponding to the Outcomes:

##### Outcome 1

The candidate should be able to identify both passerine and psittacine birds that are commonly kept in cages and aviaries. He/she should see as many species as possible as live specimens but books, videos etc can also be used. In order to learn about the advantages and disadvantages of the different species the candidate should have some background to the bird's natural habitat and behaviour and therefore learn its husbandry requirements. He/she should also be able to identify when these requirements can be met in a captive situation.

## **National Unit Specification: support notes (cont)**

### **UNIT        Animal Care: Avian Care (SCQF level 5)**

#### **Outcome 2**

The candidate should learn about appropriate foods and accommodation for commonly kept birds and, if possible, actively maintain an aviary. He/she should also see various types of accommodation for birds and learn how to maintain an aviary correctly. The candidate should learn how to catch birds and handle them. They should also learn when not to handle birds (ie when very stressed or in respiratory distress). Due to ease with which aviary birds can be stressed assessment is restricted to 1 species, but candidates should be given as much experience as possible within the constraints of welfare.

#### **Outcome 3**

The candidate should learn the basic signs associated with health and ill-health in birds. The candidate should learn about at least two common diseases from each group of diseases in the range.

This could be Psittacosis, Bumble foot (bacterial), feather mites, lice (parasites), Psittacine beak and feather disease, polyoma disease, etc.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This Unit should be delivered in a practical context wherever possible. A range of species should be available, though photographs could be used where a full range of species is not available.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

There could be an opportunity for the development of the Core Skill *Working with Others* (SCQF level 4) in the handling of birds during delivery of this Unit. No automatic certification of Core Skills or Core Skills components is provided in this Unit.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### **Outcome 1**

The candidate could be presented with pictures of 10 commonly kept cage and aviary birds. Satisfactory achievement would be based on correctly identifying eight of the species.

The candidate could be asked five restricted response questions regarding suitability of different species. Satisfactory achievement would be based on answering four of the questions correctly.

#### **Outcome 2**

The candidate could be observed preparing and maintaining an aviary and providing food for at least three different species of bird with different dietary requirements.

The candidate could be observed catching one species from an aviary and a cage then restraining it for examination.

## **National Unit Specification: support notes (cont)**

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Satisfactory achievement would be based on carrying out all these procedures in a safe and appropriate manner.

The candidate could be presented with 10 restricted response question papers to cover feeding and accommodation requirements of budgerigars, African grey parrots and finches.

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

#### **Outcome 3**

The candidate could be asked five restricted response questions on remedial treatment for common diseases. Satisfactory achievement would be based on answering a least four questions correctly. Practical exercise to test the candidates ability to recognise symptoms of ill health and two common diseases. The use of photographs for the purpose of identification of diseases is permitted.

Time should be allowed for any necessary re-assessment.

#### **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](http://www.sqa.org.uk/assessmentarrangements)**