



National unit specification

General information

Unit title: Animal Care: Terminology (SCQF level 4)

Unit code: HG87 44

Superclass: SP

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Version: 01

Unit purpose

The purpose of this unit is to introduce the learner to a range of terms that are commonly used in the animal care industry. This unit can be delivered as part of the SCQF level 4 Introduction to Animal Care National Certificate or as a stand-alone unit and is suitable for anyone wishing to pursue a career in the animal care sector.

On successful completion of this unit, the learner may be eligible to progress to the SCQF level 6 unit *Veterinary Terminology*.

Outcomes

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

- 1 Identify the gender and life stage of animals using the correct species specific terminology.
- 2 Use a range of terminology within the context of the husbandry requirements of animals.
- 3 Define terminology relating to the health of animals.

Credit points and level

1 National unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

Recommended entry to the unit

Access to this unit is at the discretion of the centre. It would be beneficial for the learner to have an Access 3/National 4 in English or an equivalent *Communication/Literacy* unit.

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.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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

Identify the gender and life stage of animals using the correct species specific terminology.

Performance Criteria

- (a) Identify the gender of a range of animals using the correct species specific term.
- (b) Identify the life stage of a range of animals using the correct species specific term.

Outcome 2

Use a range of terminology within the context of the husbandry requirements of animals.

Performance Criteria

- (a) Terminology in relation to:
 - ◆ Housing
 - ◆ Environmental needs
 - ◆ Feeding
 - ◆ Behaviour

is correctly defined and applied to the appropriate species.

Outcome 3

Define terminology relating to the health of animals.

Performance Criteria

- (a) Define common terminology used to describe the health status of animals.
- (b) Define basic terminology used to describe common veterinary care or treatments.

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

- ◆ Use the correct species specific terminology to identify a minimum of:
 - seven animals according to gender
 - seven animals according to life stage

Outcome 2

- ◆ Identify and/or define a minimum of three terms from of each of the following categories:
 - housing
 - environmental needs
 - feeding
 - behaviour

Outcome 3

- ◆ Define the appropriate terminology for a minimum of:
 - seven terms describing the health status of an animal
 - seven terms describing common veterinary care or treatments



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 40 hours.

Guidance on the content and context for this unit

This unit is an optional unit within the National Certificate in Animal Care: An Introduction (SCQF level 4) but is also suitable as a free-standing unit.

This unit is designed to introduce the learner to a range of terms that are commonly used in the animal care industry. On completion of the unit, the learner will be able to use the correct terminology to describe the gender, life stage, husbandry requirements and health status of a wide range of animals. Learners will also be familiar with basic terms used to describe common veterinary care and treatments.

The range of animals covered is not defined but should include a sufficiently wide range to develop a broad knowledge of terms relevant to the industry.

Guidance on approaches to delivery of this unit

Learners could be given access to a range of teaching and learning materials (including online resources), as well as live animals to help develop their knowledge in a practical context. Where live animals are used all due consideration should be given to the Health and Safety of learners and the health and wellbeing of the animals.

Outcome 1: Gender terminology should include the correct species specific terms used to describe a wide range of male and female animals. In some instances this could include the terms used for animals that have been neutered too, eg in the instance of farm livestock and horses. Life stage terminology is likely to focus on the variation in terms used for young animals but should make some reference to all life stages.

Outcome 2: Housing should relate to both permanent and temporary housing used in a range of animal species, eg vivarium, kennel, hutch and could also make reference to terms used to describe preferred living arrangements in the wild, eg warren. Environmental needs could cover terms that are used to describe the normal requirements of an animal, eg humidity level, temperature, lighting variations, enrichment and substrate, ie what these mean and which species these might match to, rather than the specific detail of the individual requirements. Feeding could make specific reference to the dietary classification of animals, eg herbivore or carnivore as well as the preferred feeding behaviour, ie graze, browse, hunt, predator, prey, etc. Examples of behavioural terms could include (but are not limited to) nocturnal, diurnal, dominant, submissive, arboreal and stereotypy.

National unit Support Notes (cont)

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Outcome 3: Terms relating to the health status of the animal could include an explanation of body temperature, pulse, respiration rate, level of consciousness and activity along with simple terms associated with ill health or injury, eg fracture, abscess, pyrexia, contusion, etc. Terms relating to common veterinary care or treatments could include a simple explanation of drug terms, eg antibiotics, anthelmintic, vaccinations and administration routes, eg intravenous, intramuscular and subcutaneous along with a range of other potential interventions, eg general anaesthesia, sedation, spay, castrate and neuter.

All three Outcomes would benefit from the use of clear pictures or videos of animals, which could assist in the development of the skills required to identify gender, life stage, housing, environmental needs, feeding behaviour and health status of animals. This would be significantly augmented by practical classes where learners have access to a range of companion animal species. Site visits to farms, animal collections or zoos would also be beneficial.

An integrated approach to the delivery of the learning Outcomes could be achieved by covering the majority of the criteria using the specific animal as the means. Learners could be encouraged to select an animal of their choice and prepare a poster. This type of approach could also lend itself to group activities.

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 could be assessed using photographs presented in a paper based or online closed-book format. The gender of a minimum of seven animals and the life stage of a minimum of seven animals must be correctly identified, 10 examples of each could be provided, with the learner required to identify at least seven of each correctly in order to demonstrate satisfactory achievement.

Outcome 2 and 3 could be assessed using closed-book restricted response questions which may incorporate multiple-choice, matching exercises or simple short answer questions. Learners could be presented with four questions for each category in Outcome 2 and must achieve three correct responses in each in order to demonstrate satisfactory achievement. In Outcome 3 learners could be presented with 10 questions for each criteria and must achieve seven in each in order to demonstrate satisfactory achievement.

National unit Support Notes (cont)

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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 is no automatic certification of Core Skills or Core Skills components in this unit, however there may be opportunities to develop the Core Skills of *Communication* at SCQF level 4.

There may be also opportunities for learners to develop their employability skills by being able to demonstrate the correct use of appropriate terminology when working with animals.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Animal Care: Terminology (SCQF level 4)

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 designed to introduce you to a range of terms that are commonly used in the animal care industry. On completion of the unit, you will be able to use the correct terminology to describe the gender, life stage, husbandry requirements and health status of a wide range of animals. You will also be familiar with basic terms used to describe common veterinary care and treatments.

The range of animals covered will be sufficiently wide enough to enable you to develop a broad knowledge of terms relevant to the animal care industry.

To complete this unit successfully, you will need to complete assessments which will require you to accurately define a use a range of animal care terminology.

There is no automatic certification of Core Skills or Core Skills components in this unit, however there may be opportunities to develop the Core Skills of *Communication* at SCQF level 4.

There may be also opportunities for you to develop your employability skills by being able to demonstrate the correct use of appropriate terminology when working with animals.

This unit might be suitable for you if you are interested in pursuing a career in the animal care, veterinary or agriculture sectors.