



National unit specification

General information

Unit title: Animal Care: Environmental Enrichment (SCQF level 4)

Unit code: HG88 44

Superclass: SP

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Version: 01

Unit purpose

This unit allows the learner to develop knowledge of environmental enrichment for animals including the importance of enrichment, different methods of enrichment and the provision of suitable enrichments for various animal species.

The unit is suitable for those who wish to pursue a career within the animal care sector or those working towards a National Certificate qualification in Animal Care. The unit may also be suitable for those who simply wish to develop basic competencies environmental enrichment.

Outcomes

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

- 1 Describe the importance of environmental enrichment and identify signs of stress in animals.
- 2 Assist with providing environmental enrichment with regard to natural behaviours.
- 3 Identify and record the behaviour of two animal species before and after environmental enrichment.

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

There are no formal 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.

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

Describe the importance of environmental enrichment and identify signs of stress in animals.

Performance Criteria

- (a) Define environmental enrichment.
- (b) Describe the importance of environmental enrichment.
- (c) Identify signs of stress in animals.

Outcome 2

Assist with providing environmental enrichment with regard to natural behaviours.

Performance Criteria

- (a) Identify the behaviours naturally exhibited by two animal species.
- (b) Assist with the provision of different methods of environmental enrichment

Outcome 3

Identify and record the behaviour of two animal species before and after environmental enrichment.

Performance Criteria

- (a) Identify and record animal behaviours observed before provision of additional enrichment.
- (b) Identify and record animal behaviours observed after additional enrichment.

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.

For **Outcome 1** written and/or recorded oral evidence is required of the learner's ability to:

- ◆ define environmental enrichment.
- ◆ describe the importance of environmental enrichment.
- ◆ identify a minimum of five signs of stress in animals.

For **Outcome 2** written and/or recorded oral evidence is required of the learner's ability to identify the behaviours naturally exhibited by two animal species.

Performance evidence is required to demonstrate the learner's ability to assist with the provision of **two** different methods of environmental enrichment for different animal species.

For **Outcome 3** written and/or recorded oral evidence is required of the learner's ability to:

- ◆ identify and record animal behaviours observed before provision of additional enrichment.
- ◆ identify and record animal behaviours observed after additional enrichment.



National unit Support Notes

Unit title: Animal Care: Environmental Enrichment (SCQF level 4)

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 can be delivered as a free-standing unit or as a unit within the SCFQ level 4 or 5 awards in animal care.

This unit is designed to give learners a basic understanding of environmental enrichment and its importance within animal care.

On completion of the unit the learner will be able to define, describe and understand the importance of environmental enrichment and be able to identify signs of stress in animals. The learner will be able to assist with developing methods of environmental enrichment taking into account the animal's natural behaviours and be able to record behaviours observed.

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

Guidance on approaches to delivery of this unit

Wherever possible it would be beneficial for learners to have access to a range of animals from a variety of species. Suitable animal species may include farm, zoo or companion animals. The practical element of assessment would require access to a minimum of two animal species and the ability to provide environmental enrichment for these.

Relating to Outcomes:

Outcome 1

The use of DVD's, animal observations, visits to animal collections and discussion could be used to develop an understanding of the importance of environmental enrichment and the signs of stress in animals. Visiting animal welfare speakers may also enhance the delivery.

Delivery for this Outcome could include the basic goals of enrichment:

- ◆ to increase (particularly natural) behavioural diversity.
- ◆ to increase environment usage.
- ◆ to reduce abnormal behaviours/signs of stress.

National unit Support Notes (cont)

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Delivery of signs of stress may include behavioural evidence most commonly observed within the animal species' available for delivery and assessment. Examples may include repetitive behaviours such as pacing and over grooming, aggression, lethargy, fearfulness, and vocalisation.

Outcome 2

Animal observations, group work and DVD's could be used to help with understanding of the natural wild type behaviours and time budgets of two animal species. It would be beneficial for LO2 to be delivered alongside LO3 with learners selecting two animal species identifying their natural wild type behaviours before continuing to develop an enrichment opportunity and progressing to observations of behaviour before and after enrichment.

Access to materials may be required to develop enrichment opportunities. Examples may include:

- ◆ Nutritional:
 - treat ball
 - foraging/scavenging opportunities
 - food placement
 - food incentive

- ◆ Behavioural:
 - digging
 - burrowing
 - bathing
 - climbing opportunities

- ◆ Occupational:
 - enlarged space
 - runs
 - use of height

- ◆ Sensory:
 - visual
 - auditory
 - olfactory enrichments

- ◆ Social:
 - conspecific
 - contra specific
 - auditory
 - visual

Outcome 3

An ethogram of behaviours could be developed based upon the animals natural behaviours identified in LO2a for use during observations before and after enrichment for assessment purposes.

National unit Support Notes (cont)

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Guidance on approaches to assessment of this unit

For purposes of assessment it should be possible for learners to have access to a range of animal species and availability of materials to provide environmental enrichment opportunities. Suitable animal species may include farm, zoo or companion animal species with the ability to be able to enrich these animals' environments would be required.

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

Assessment for Outcome 1 may be through a single holistic closed-book assessment of 10 restricted response questions or through recorded oral evidence.

Outcome 2

Assessment for 2(a) may be assessed via a short open-book assignment or oral evidence in which the learner identifies the natural behaviours of two animal species.

Assessment 2(b) may be assessed in the form of a practical task in which the learner has to assist in the development of two environmental enrichment methods.

Outcome 3

Assessment for Outcome 3 could be assessed via written evidence or recorded oral evidence of the behaviours observed before and after enrichment. Existing enrichments should not be removed, the Outcome is concerned with effect of the addition of a new enrichment.

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.

National unit Support Notes (cont)

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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, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Animal Care: Environmental Enrichment (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 has been designed to develop an understanding of the importance of environmental enrichment, how different animals naturally interact with their environment and how environmental enrichment can impact animal's behaviour.

On completion of this unit you will be able to:

- ◆ describe the importance of environmental enrichment and identify signs of stress in animals.
- ◆ assist with providing environmental enrichment with regard to natural behaviours
- ◆ identify and record the behaviour of two animal species before and after environmental enrichment.

This unit may be suitable for you if you are interested in pursuing a career in the animal care sector and may be undertaken as part of the National Certificate in Animal Care: An Introduction at SCQF level 4.

You will be assessed on a mixture of theory and practice and will also have the opportunity to develop your Core Skills.