



**Group Award Specification for:
National Progression Award in Zoo
Animal Behaviour and Welfare at SCQF
level 6**

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The aim of this award is to provide a foundation in the understanding and application of modern welfare standards in UK zoos as well as an understanding of how information and research shared between zoos nationally and globally forms the backbone for developing positive welfare strategies. The award focuses on the provision of appropriate dietary strategies, time occupation strategies and assessment and evaluation of behaviours whilst giving centres, partners and learners the freedom to focus on particular species of interest.

The award is levelled at SCQF level 6 and may be suitable for learners with some previous experience of biology, animal care or other animal behaviour/welfare experience such as National Certificate at SCQF level 5 in Animal Care or Biology, for employees of zoos wishing to gain a recognized qualification in animal behaviour and welfare, for learners with National 5 or Higher qualifications in appropriate fields (such as biology) and with appropriate Core Skills to possess the skills to carry out the necessary research.

Zoos have indicated that, whilst they receive many applications when positions are advertised, an applicant for a keeper position would be looked upon favourably, had they achieved the NPA in Zoo Animal Behaviour and Welfare.

2 Qualification structure

The group award is made up of 3 SQA credits. It comprises 22 SCQF credit points at SCQF level 6, all of which are mandatory.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1GT	46	Animal Survival Behaviour	1	6	6
J1EX	33	Behaviour of Animals in Zoos	1	8	6
J1EW	33	Welfare of Animals in Zoos	1	8	6

3 Aims of the qualification

The principal aim of this award is to provide a foundation in the understanding and application of modern welfare standards in UK zoos.

3.1 General aims of the qualification

- ◆ To provide a nationally recognised qualification suitable for the zoo sector
- ◆ To develop a range of scientific knowledge and skills
- ◆ To enable progression within the SCQF
- ◆ To enable development of Core Skills
- ◆ To provide formal recognition of existing knowledge and skills

3.2 Specific aims of the qualification

- 1 Develop an understanding of the principles of animal welfare and the origins of modern welfare legislation
- 2 Develop an understanding of current welfare legislation and associated guidance
- 3 Develop an understanding of the role of the animal keeper in ensuring animal welfare standards
- 4 Develop an understanding of the importance of maintaining accurate specimen records
- 5 Develop an understanding of normal and abnormal behaviours in zoo animals
- 6 Develop an understanding of welfare in non-domesticated animals kept in captivity
- 7 Develop the skills to identify abnormal or undesirable behaviours in zoo animals
- 8 Develop an understanding of the roles of time occupation, dietary enrichment and sensory enrichment in supporting animal welfare
- 9 Develop an understanding of the importance of sharing information between zoos and the importance of research carried out by zoos to enhance animal welfare
- 10 Develop the ability to create and use ethograms for recording animal behaviours
- 11 Develop the skills necessary to implement an enrichment strategy
- 12 Develop the skills to evaluate the impact of an enrichment strategy

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided as guidance only.

- ◆ A minimum SCQF level 5 qualification which could include National Certificate in Animal Care or Biology, National 5 qualifications in areas which would provide sufficient analytical skills and a background in animal biology, Core Skills in *Numeracy*, *Communication* and *Information and Communication Technology* (or equivalent) at a minimum of SCQF level 5.
- ◆ Prior experience of working with animals would be advantageous and this qualification may be particularly useful for learners currently working in zoos in animal keeper roles.
- ◆ Learners would be expected to show a certain level of maturity and be able to adhere to health and safety instructions due to the inherent dangers of working with wild animals.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	<ul style="list-style-type: none">◆ Produce design a report/academic poster/presentation.◆ Evaluate welfare conditions/enrichment strategy.◆ Describe legislation and national policy.
Numeracy	5	<ul style="list-style-type: none">◆ Statistically investigate data from an ethogram.
Information and Communication Technology (ICT)	5	<ul style="list-style-type: none">◆ Record welfare conditions and behaviours over a time period.◆ Produce a report or digital media presentation or academic poster.
Problem Solving	5	<ul style="list-style-type: none">◆ Identify areas for improvement in animal welfare or opportunities for enrichment, implement enrichment and evaluate the effects.◆ Identify and design methods for encouraging wild-feeding behaviours.◆ Decide upon and implement methods for preventing unwanted behaviours.
Working with Others	5	<ul style="list-style-type: none">◆ The nature of designing, implementing and recording of an enrichment program will necessitate working with others at many levels.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims											
		1	2	3	4	5	6	7	8	9	10	11	12
J1EW 33	Welfare of Animals in Zoos	X	X	X	X	X			X	X		X	
J1EX 33	Behaviour of Animals in Zoos			X	X	X	X	X	X		X	X	X
J1GT 46	Animal Survival Behaviour					X	X	X					

5.2 Mapping of National Occupational Standards (NOS)

Code	Unit title	National Occupational Standard							
		AnC1	AnC2	AnC10	AnC17	AnC34	AnC40	AnC45	AnC46
J1EW 33	Welfare of Animals in Zoos	X	X		X	X	X	X	X
J1EX 33	Behaviour of Animals in Zoos	X		X			X		
J1GT 46	Animal Survival Behaviour			X					X

NOS code	Title
AnC1	Maintain the Health and Welfare of Animals Under Supervision and Instruction
AnC2	Clean and Check Animal Accommodation Under Supervision and Instruction
AnC10	Observe and be Aware of the Behaviour of Animals
AnC17	Provide Enrichment for Animals
AnC34	Provide and Manage Accommodation for Animals
AnC40	Plan, Manage and Evaluate the Health and Welfare of Animals
AnC45	Plan and Monitor Animal Accommodation
AnC46	Plan and Monitor Animal Diet and Nutrition

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J1EW 33	Welfare of Animals in Zoos				X	X	X	X	X	X	X		
J1EX 33	Behaviour of Animals in Zoos				X	X	X	X	X		X		
J1GT 46	Animal Survival Behaviour	X	X						X		X		

5.4 Assessment strategy for the qualification

Unit	Assessment
J1GT 46 Animal Survival Behaviour	Open-book assignment covering Outcomes 1–3 in which learners will carry out their own research to describe strategies adopted by wild animals to maintain energy balance, for reproduction and to explain the theory behind any social constructs for the chosen species.
J1EW 33 Welfare of Animals in Zoos	<p>Opportunities exist to assess this unit holistically either by means of an academic poster, an open-book report detailing the background to modern welfare practices (Outcome 1), the assessment of current welfare standards for a group of animals (Outcome 2) and the implementation and impact of an enrichment programme (Outcome 3).</p> <p>This unit may also lend itself to a documentary/video diary style assessment covering the outcomes as described above if the learners have the necessary IT/Digital Media Skills or if the NPA is delivered alongside other units which would allow development of such skills.</p>
J1EX 33 Behaviour of Animals in Zoos	<p>Opportunities exist to assess this unit holistically either by means of an academic poster, an open-book report detailing the nutritional needs of zoo animals and food presentation strategies (Outcome 1), the appearance and causes of uncharacteristic/undesirable behaviours in captive animals (Outcome 2) and the design, implementation and evaluation of a behavioural study (Outcome 3).</p> <p>This unit may also lend itself to a documentary/video diary style assessment covering the outcomes as described above if the learners have the necessary IT/Digital Media Skills or if the NPA is delivered alongside other units which would allow development of such skills.</p>

6 Guidance on approaches to delivery and assessment

The qualification has been designed that the unit *Animal Survival Behaviour* should provide sufficient background knowledge for learners to embark on a project which would allow them to assess welfare for an animal or group of animals in captivity using, amongst other factors, the animals' behaviour. They would explore the factors which influence the behaviours of captive animals and be able to recognise behaviours which are uncharacteristic or undesirable. Using behaviour study methods they would be able to give value to the levels of different behaviours and investigate opportunities for an enrichment strategy which, on agreement with the associate zoo, they could then implement and evaluate.

6.1 Sequencing/integration of units

The units have been designed, that with appropriate planning, *Animal Survival Behaviour* could be delivered as a prelude to a larger, holistically delivered and assessed project covering *Behaviour of Animals in Zoos* and *Welfare of Animals in Zoos*.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Learners who complete the NPA in Zoo Animal Behaviour and Welfare may be able to progress to the HNC Animal Care at SCQF level 7. The NPA at SCQF level 6, may serve as a more gradual progression between NC Animal Care at SCQF level 5 and HNC Animal Care at SCQF level 7, than taking this step directly (ie, SCQF level 5 to 7).

6.2.2 Professional recognition

This qualification has been developed in association with zoos with the aim of introducing learners to the skills and knowledge for ensuring sound welfare practices and giving them experience of working in a zoo environment which will enhance opportunities for zoo employment.

6.3 Opportunities for e-assessment

While there may be some opportunities to use e-assessment to generate evidence for some aspects of the NPA, the practical and project based nature of the qualification will limit these.

6.4 Resource requirements

The practical elements of this award require access to and collaboration with a zoo and careful liaison to ensure access to animal populations for set up of behavioural studies.

Learners will require access to appropriate zoo and animal legislation.

Learners may benefit from access to video recording equipment for behavioural studies.

Risk assessments will be required and appropriate codes of working before learners have access to potentially dangerous animals.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* www.sqa.org.uk/GuideToAssessment.

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

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

The National Progression Award in Zoo Animal Behaviour and Welfare is designed to provide an accessible qualification for groups of learners who would not ordinarily have access to such courses (typically at post-graduate level or accessible through current zoo employment).

The award introduces concepts of wild animal behavioural strategies in terms of reproductive, feeding and social strategies setting the background for behavioural studies in captive animals.

The *Zoo Animal Behaviour* and *Zoo Animal Welfare* units complement each other, allowing you to become familiar with legislation and best practice before studying the implementation of welfare practices within a modern zoo. You will assess welfare for a group of animals and carry out a behavioural study involving both primary and secondary research methods.

You will have the opportunity to work with zoo keepers to identify opportunities for an enrichment programme for an animal group, to design and implement a specific programme and evaluate its effects.

Completion of the programme may be a useful progression route into HNC Animal Care or into zoo employment.