



## **Group Award Specification for:**

**National Certificate in Zoo Animal Care, Behaviour  
and Welfare at SCQF level 6**

**Group Award Code: GV12 46**

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**This Group Award Specification was developed by Dundee & Angus College**

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# 1. Introduction

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 higher education institutes (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 National Certificate (NC) in Zoo Animal Care, Behaviour and Welfare at SCQF level 6 has been designed to provide a range of knowledge and experience as an introductory route into zoo careers as well as offering a progression route between NC Animal Care at SCQF level 5 and the HN Animal Care programmes at SCQF levels 7 and 8.

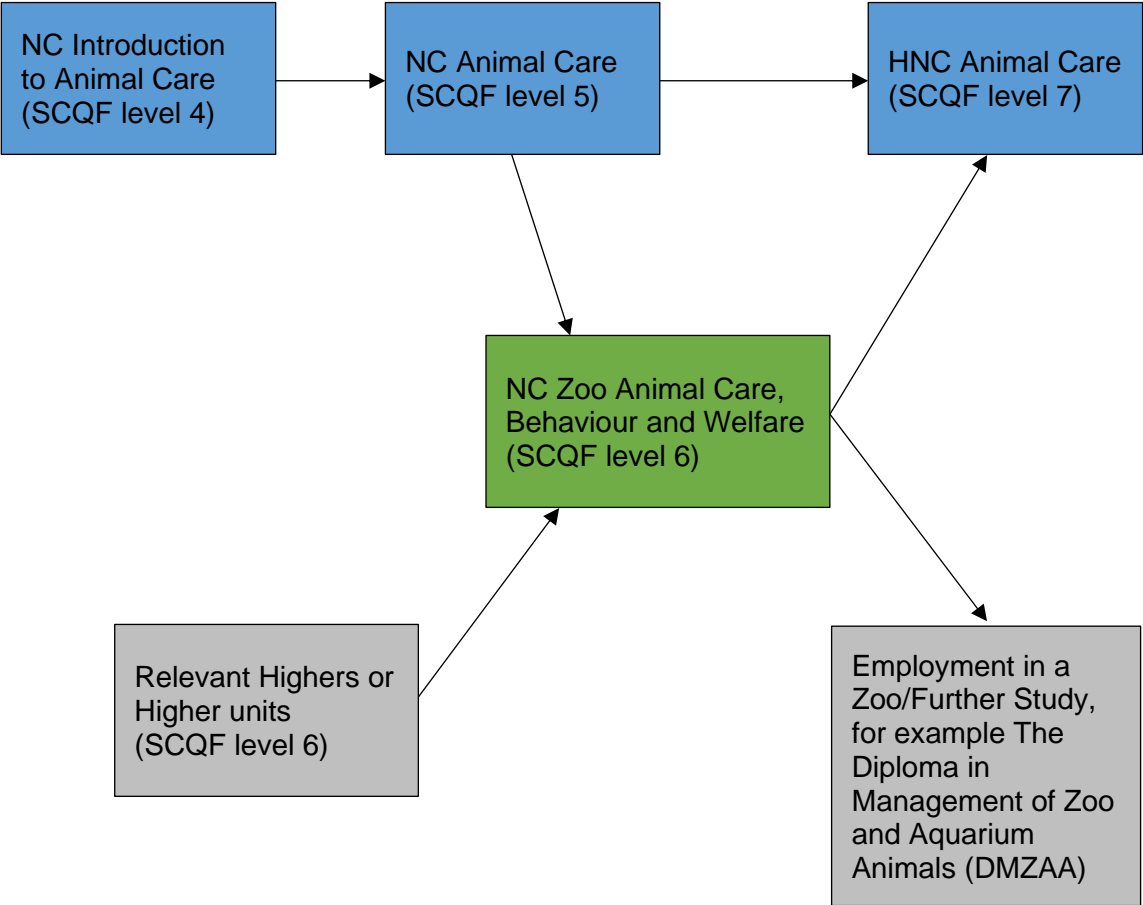
In order for a zoo to be compliant with the requirements of the Zoo Licensing Act 1981, the organisation must have a focus on education, conservation and research. This course will support the learner in developing knowledge and experience within these areas, whilst also maintaining a strong focus on animal welfare and health and safety. The mandatory credits ensure that learners will have a range of basic knowledge and competencies to begin the journey towards a zoo career and will ensure that all learners have completed a minimum of 30 hours work experience. Not only will learners gain an understanding and working knowledge of zoo careers but they will gain skills in critical thinking and problem solving, planning, health and safety and the health care of captive wild animals. There is ample provision for diverse assessment to ensure inclusivity and learner engagement.

A zoo is classified as any organisation which has animals on display to members of the public on seven days or more in any period of twelve consecutive months. Centres who do not have access to large zoo collections may be able to deliver the course programme in association with aquariums, smaller farm parks or petting zoos. Centres should, however, be satisfied that any partner zoo will provide learners with sufficient opportunities to generate the evidence required.

The course has been designed in collaboration with employers in the zoo sector in order to meet their sector needs. It is suitable for school leavers, having completed an element of Higher study, those already working in the industry or those who have completed an NC (SCQF level 5) in Animal Care.

Learners completing the National Certificate in Zoo Animal Care, Behaviour and Welfare will have gained 12 credits: 9 from the mandatory section and 3 from the optional section.

# Articulation and Progression



## 2. Qualification structure

This group award is made up of 12 SQA unit credits. It comprises 76–78 SCQF credit points of which 58 are at SCQF level 6 in the mandatory section including a Work Experience unit of 6 SCQF credit points at SCQF level 6. A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

76–78 SCQF credit points (12 SQA unit credits) are required to achieve the National Certificate in Zoo Animal Care at SCQF level 6. This consists of 58 SCQF credit points from the mandatory section, including a work experience unit, with a minimum of a further 18–20 SCQF credit points required from the optional section.

#### Mandatory units: 58 SCQF credit points (9.0 SQA unit credits) required:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1EW	33	Welfare of Animals in Zoos	1	8 (HN)	6
J1EX	33	Behaviour of Animals in Zoos	1	8 (HN)	6
J1GT	46	Animal Survival Behaviour	1	6	6
J74V	46	Zoo Animal Care: Work Experience	1	6	6
J746	46	Zoo Animal Care: Developing Nutritional Strategies	1	6	6
J74W	46	Zoo Animal Care: Health and Safety: An Introduction	0.5	3	6
J74T	46	Zoo Animal Care: Learning Activity Design	1.5	9	6
J74L	46	Zoo Animal Care: Human-Animal Interactions	1	6	6
J747	46	Zoo Animal Care: Health Monitoring and Early Intervention	1	6	6

#### Optional units: 18–20 SCQF credit points (3.0 SQA unit credits) required:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J74P	46	Zoo Animal Care: Principles of Enclosure Design	1	6	6
H60C	46	Academic Skills	1	6	6
H49P	33	Customer Care	1	8 (HN)	6
F3SW	12	Computing: Digital Media Elements for Applications	1	6	6
F3GB	12	Communication	1	6	6
F3GC	12	Information and Communication Technology	1	6	6
F3GD	12	Problem Solving	1	6	6
F3GE	12	Working with Others	1	6	6
F3GF	12	Numeracy	1	6	6

### **3. Aims of the qualification**

The principle aims of the qualification are to provide an entry point into zoo careers and/or an additional progression route between NC Animal Care (SCQF level 5) and HNC Animal Care (SCQF level 7).

#### **3.1 General aims of the qualification**

1. To provide a nationally recognised formal qualification at SCQF level 6 as an entry level qualification for access to employment in the zoo sector.
2. To provide an entry level qualification for zoo employees who may not yet be ready to undertake The Diploma in Management of Zoo and Aquarium Animals (DMZAA) qualifications.
3. To provide a specific progression route between the NC and HNC Animal Care qualifications.
4. To develop the learner's employability and problem-solving skills.

#### **3.2 Specific aims of the qualification**

1. To develop an understanding of Animal Welfare and how this is ensured in zoos.
2. To develop an understanding of the role of modern zoos in society.
3. To develop skills in behaviour and health monitoring and recording.
4. To develop an understanding of the importance of preventative health care in zoo animals.
5. To develop an understanding of health and safety responsibilities and risk assessment in a zoo setting.
6. To develop a basic understanding of how diets and feeding strategies are formulated for captive, non-native wild animals.
7. To provide learners with an opportunity for specific, zoo-based work experience.
8. To allow opportunities to develop an accessible and inclusive learning activity for use in a zoo.
9. To develop the learner's research, analytical, presentation and problem-solving skills in a public-facing environment.
10. To develop the learner's Core Skills.

## 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 by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NC Animal Care at SCQF level 5.
- ◆ As the qualification is at SCQF level 6, prior evidence of ability to study at SCQF level 6 may be of benefit either by way of units, one or more Highers or through informal development work.
- ◆ Learners may benefit from having achieved Biology at SCQF level 5 or equivalent.

### 4.1 Core Skills entry profile

The Core Skills 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.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	5	Written assessments, presentations, research, comprehension.
Numeracy	5	Calculations, basic statistical analysis, measurements, percentages.
Information and Communication Technology (ICT)	5	Internet research, handling of files, use and production of digital media, presentations.
Problem Solving	5	Adapting to changing circumstances, working with captive wild animals, exploring appropriate learning strategies, formulating of appropriate diets, balancing the needs of the animal, the staff and the visitors.
Working with Others	5	Group work, working with keepers, carrying out research with members of the public.

## **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

### General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4
J1EW 33	Welfare of Animals in Zoos	X	X	X	
J1EX 33	Behaviour of Animals in Zoos	X	X	X	X
J1GT 46	Animal Survival Behaviour	X	X	X	
J74V 46	Zoo Animal Care: Work Experience	X	X	X	X
J746 46	Zoo Animal Care: Developing Nutritional Strategies	X	X	X	X
J74W 46	Zoo Animal Care: Health and Safety — An Introduction	X	X	X	X
J74T 46	Zoo Animal Care: Learning Activity Design	X	X	X	X
J74L 46	Zoo Animal Care: Human-Animal Interactions	X	X	X	
J747 46	Zoo Animal Care: Health Monitoring and Early Intervention	X	X	X	

**Specific aims:**

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J1EW 33	Welfare of Animals in Zoos	X	X	X	X						
J1EX 33	Behaviour of Animals in Zoos	X		X	X						
J1GT 46	Animal Survival Behaviour	X			X		X				
J74V 46	Zoo Animal Care: Work Experience	X	X	X		X		X	X		
J746 46	Zoo Animal Care: Developing Nutritional Strategies						X			X	
J74W 46	Zoo Animal Care: Health and Safety — An Introduction					X					
J74T 46	Zoo Animal Care: Learning Activity Design	X	X							X	
J74L 46	Zoo Animal Care: Human-Animal Interactions	X	X							X	
J747 46	Zoo Animal Care: Health Monitoring and Early Intervention	X		X	X						
J74P 46	Zoo Animal Care: Principles of Enclosure Design	X		X		X				X	
H60C 46	Academic Skills									X	X
H49P 33	Customer Care									X	
F3SW 12	Computing: Digital Media Elements for Applications									X	
F3GB 12	Communication									X	X
F3GC 12	Information and Communication Technology									X	X
F3GD 12	Problem Solving									X	X
F3GE 12	Working with Others										X
F3GF 12	Numeracy									X	X

## **5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards**

The specialist nature of this qualification means it does not map to existing occupational standards.

### 5.3 Mapping of Core Skills development opportunities across the qualifications

#### Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J1GT 46	Animal Survival Behaviour	X	X	
J746 46	Zoo Animal Care: Developing Nutritional Strategies	X	X	
J74P 46	Zoo Animal Care: Principles of Enclosure Design	X	X	X
J74L 46	Zoo Animal Care: Human-Animal Interactions	X	X	

#### Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J1EW 33	Welfare of Animals in Zoos	X	X
J1EX 33	Behaviour of Animals in Zoos	X	X

#### Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J1EW 33	Welfare of Animals in Zoos	X	X
J1EX 33	Behaviour of Animals in Zoos	X	X
J74L 46	Zoo Animal Care: Human-Animal Interactions	X	X
J74T 46	Zoo Animal Care: Learning Activity Design		X

## Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J1EW 33	Welfare of Animals in Zoos	X	X	X
J1EX 33	Behaviour of Animals in Zoos	X		X
J1GT 46	Animal Survival Behaviour	X		X
J74L 46	Zoo Animal Care: Human-Animal Interactions	X		
J74P 46	Zoo Animal Care: Principles of Enclosure Design	X	X	X
J74W 46	Zoo Animal Care: Health and Safety — An Introduction	X		
J74T 46	Zoo Animal Care: Learning Activity Design	X	X	X

## Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J74V 46	Zoo Animal Care: Work Experience	X	X
J74T 46	Zoo Animal Care: Learning Activity Design	X	X

## 5.4 Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Welfare of Animals in Zoos	<p>Opportunities exist to assess this unit holistically either by means of an academic poster or 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 (along with J1EX 33, Behaviour of Animals in Zoos) 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 programme is delivered to include the optional digital media units to allow</p>	<p>Opportunities exist to assess this unit holistically either by means of an academic poster or 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 (along with J1EX 33, Behaviour of Animals in Zoos) 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 programme is delivered to include the optional digital media units to allow</p>	<p>Opportunities exist to assess this unit holistically either by means of an academic poster or 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 (along with J1EX 33, Behaviour of Animals in Zoos) 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 programme is delivered to include the optional digital media units to allow</p>	Not applicable.

<b>Unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
	development of such skills.	development of such skills.	development of such skills.	
Behaviour of Animals in Zoo	<p>Opportunities exist to assess this unit holistically either by means of an academic poster or 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 (along with J1EW 33, Welfare of Animals in Zoos) 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</p>	<p>Opportunities exist to assess this unit holistically either by means of an academic poster or 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 (along with J1EW 33, Welfare of Animals in Zoos) 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</p>	<p>Opportunities exist to assess this unit holistically either by means of an academic poster or 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 (along with J1EW 33, Welfare of Animals in Zoos) 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</p>	Not applicable

<b>Unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
	programme is delivered to include the optional digital media units to allow development of such skills.	programme is delivered to include the optional digital media units to allow development of such skills.	programme is delivered to include the optional digital media units to allow development of such skills.	
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.	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.	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.	Not applicable.
Zoo Animal Care: Work Experience	Evidence for outcomes 1 and 2 could be gathered by completion of a learner diary or logbook. This could be in an electronic format such as MS Sway, OneNote or OneFile. Supervisors could keep an observation checklist as confirmation that learners had completed the relevant elements of the outcomes.	Evidence for outcomes 1 and 2 could be gathered by completion of a learner diary or logbook. This could be in an electronic format such as MS Sway, OneNote or OneFile. Supervisors could keep an observation checklist as confirmation that learners had completed the relevant elements of the outcomes.	Outcome 3 is an evaluation of the learner's experience and could be submitted as an element of the outcomes 1 and 2 logbook.	Not applicable.



<b>Unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Zoo Animal Care: Developing Nutritional Strategies	An open-book assessment or academic poster explaining the functions of nutrients and the importance of specific nutrients in certain species.  Posters/assessments could be combined and presented holistically.	An open-book assessment or academic poster linking feeding strategies and wild feeding behaviours along with sharing of knowledge between organisations.  Posters/assessments could be combined and presented holistically.	An open-book assessment or academic poster describing how food quantities, quality and sourcing are determined along with keeping of records.  Posters/assessments could be combined and presented holistically.	Not applicable.  Not applicable.
Zoo Animal Care: Health and Safety — An Introduction	A closed-book assessment with a mixture of restricted response and multiple- choice questions.	Complete a risk assessment form for a minimum of five zoo- related hazards.  There may be opportunities to integrate this assessment with the Work Experience Unit and/or the Enclosure Design Unit.	Not applicable.	Not applicable.
Zoo Animal Care: Learning Activity Design	An open-book written summary (400–500 words) based on feedback from participants who have completed a learning activity.	A written or recorded verbal summary of learning preferences for a group, how these are met by a particular learning activity and whether the	A mind-map or ideas board to show planning activities for a new learning activity along with a ‘developed’ new learning activity.	A written or recorded verbal evaluation of the new learning activity, to include participant feedback.

<b>Unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
		learning activity meets the requirements of organisational inclusion policies.		
Zoo Animal Care: Human-Animal Interaction	A short (400 word) open-book report or academic poster highlighting positive changes between historical and modern zoos and changes in welfare standards including public perception of animals.  Posters/reports could be combined and presented holistically.	An academic poster or visitor information video discussing anthropocentrism and anthropomorphism.  Posters/reports could be combined and presented holistically.	A short (500 words) open-book report summarising, presenting and critically examining data on the debate for and against modern zoos.  Posters/reports could be combined and presented holistically.	An academic poster identifying and describing benefits and issues with training of zoo animals.  Posters/reports could be combined and presented holistically.
Zoo Animal Care: Health Monitoring and Early Intervention	All outcomes could be assessed by a single (or individual) academic poster/PowerPoint presentation or short report or combination of the above.	All outcomes could be assessed by a single (or individual) academic poster/PowerPoint presentation or short report or combination of the above.	All outcomes could be assessed by a single (or individual) academic poster/PowerPoint presentation or short report or combination of the above.	Not applicable.
Zoo Animal Care: Principles of Enclosure Design	The learner could complete a single project in which they design an enclosure and describe how they have	The learner could complete a single project in which they design an enclosure and describe how they have	The learner could complete a single project in which they design an enclosure and describe how they have	Not applicable.

<b>Unit</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>
	incorporated the requirements from each of the three outcomes.	incorporated the requirements from each of the three outcomes.	incorporated the requirements from each of the three outcomes.	

## 6. Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of units

There is no particular prescribed sequence in which the units must be delivered, however, the following considerations may provide useful guidance re the sequencing for some of the units.

- ◆ Delivering the J74W 46, Zoo Animal Care Health and Safety unit prior to or alongside any practical activities and prior to the J74V 46, Zoo Animal Care: Work Experience is strongly recommended.
- ◆ It would be useful if learners had an appreciation of wild behaviours before studying captive behaviours and nutritional strategies based around wild behaviours. For this reason J1GT 46, Animal Survival Behaviour may best be delivered early in the programme.
- ◆ To complete the J74T 46, Zoo Animal Care: Learning Activity Design unit, learners may benefit from having completed an element of relevant learning themselves, around which they could build their new learning activity.
- ◆ There may be significant opportunities to integrate learning and assessment, for example:
  - Zoo Animal Care Health and Safety with Work Experience and/or Principles of Enclosure Design.
  - Problem Solving with Principles of Enclosure Design and/or Zoo Animal Care: Learning Activity Design and/or Zoo Animal Care: Health Monitoring and Early Intervention.
  - Behaviour of Animals in Zoos, Welfare of Animals in Zoos with Computing: Digital Media Elements for Applications and Academic Skills if assessing by video/documentary.
  - Zoo Animal Care: Human-Animal Interactions with Academic Skills and Communication.
  - Zoo Animal Care: Developing Nutritional Strategies with Academic Skills.
  - The three themes of education, conservation and research should be embedded throughout the delivery of the programme with special focus on conservation in units:
    - F1EW 33: Welfare of Animals in Zoos — outcome 1.
    - F1GT 46: Animal Survival Behaviour.
    - J74J 46: Health Monitoring and Early Intervention — outcome 3.
    - F74L 46: Human-Animal Interactions.

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

The following sub-sections outline how existing SQA units 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**

National Certificate in Zoo Animal Care, Behaviour and Welfare at SCQF level 6 may provide a suitable progression route between NC Animal Care at SCQF level 5 and HNC Animal Care at SCQF level 7 and may improve employment opportunities.

## **6.3 Opportunities for e-assessment**

While some aspects of the National Certificate do not lend themselves to e-assessment, including practical activities where there could be a risk to the learners or animals, there will be many opportunities for e-assessment and the use of e-portfolios to generate and collate evidence. Specific opportunities are highlighted within the individual unit specifications.

## **6.4 Support materials**

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

## **6.5 Resource requirements**

In addition to suitably qualified staff and suitable premises and, given the vocational nature of this National Certificate and its aim of providing access to zoo employment opportunities, centres will require a collaborative partnership with, and access to, a working zoo. The zoo partner should be willing to commit to students undertaking an element of work experience (30 hours per learner minimum). This will allow learners to experience the environments, conditions and constraints they are likely to come across in employment. Any establishment in possession of a zoo licence may be appropriate but must present sufficient opportunities for learners to generate the evidence required for the course programme.

The research element of the programme will require viewing-access to live animals and the ability to implement enrichment studies; these cannot realistically be simulated.

Suitable personal protective equipment (PPE) for all learners will be required. Centres may wish to consider how learners will be identifiable (to zoo staff and the public) when working within the zoo and partaking in their primary research — branded or consistent uniform may be appropriate. Clarification should be sought from an external verifier where there is any doubt over the suitability or availability of resources.

Learners and educators should adhere to all relevant Health and Safety and Animal Welfare Legislation and Regulations at all times.

## **7. General information for centres**

### **Approval**

Due to the specialist practical nature (see section 6.5) of this qualification specific approval is required by centres wishing to deliver the NC. Contact SQA for further information on the approval process.

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

### **Internal and external verification**

All assessments used within these qualifications 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](http://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](http://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.





## 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 Certificate in Zoo Animal Care, Behaviour and Welfare at SCQF level 6 has been designed to provide you with an understanding of the workings of a modern zoo and the standards to which they must adhere. You will gain knowledge of the legal aspects of attaining a zoo licence, considerations for designing living accommodation, feeding strategies and monitoring health and welfare.

The programme has been designed with the specific aim of improving employment opportunities in zoos but also as a progression route between NC and HNC Animal Care.

The NC contains a mandatory section which will see you studying:

- ◆ Animal Survival Behaviour.
- ◆ Welfare of Animals in Zoos.
- ◆ Behaviour of Animals in Zoos.
- ◆ Developing Nutritional Strategies.
- ◆ Health and Safety — An Introduction.
- ◆ Learning Activity Design.
- ◆ Human-Animal Interactions.
- ◆ Health Monitoring and Early Intervention.
- ◆ Work Experience.

There are also a range of optional units, your centre will advise on the most suitable units to complete the award.

In addition to the zoo-specific units, you will have the opportunity to develop, Core Skills (including Problem Solving) and Academic Skills involved with research.