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## Employment Skills: Working with Animals (Alternative Context) National 2

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** HK0V 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

### Unit outline

The general aim of this Unit is to help learners develop the skills required to work with animals.

Learners who complete this Unit will be able to:

- 1 Find out about different roles within the working with animals sector.
- 2 Carry out a work activity related to the sector.
- 3 Respond appropriately to work colleagues and/or supervisors.

The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

## **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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

#### **1 Find out about different roles within the working with animals sector by:**

- 1.1 Identifying different roles
- 1.2 Identifying the main tasks of given roles

### Outcome 2

The learner will:

#### **2 Carry out a work activity related to the sector by:**

- 2.1 Carrying out tasks allocated by their supervisor
- 2.2 Identifying equipment and/or resources appropriate to the allocated tasks
- 2.3 Using equipment and/or resources appropriately for the allocated tasks

### Outcome 3

The learner will:

#### **3 Respond appropriately to work colleagues and/or supervisors by:**

- 3.1 Following advice and/or instructions
- 3.2 Communicating with work colleagues appropriately
- 3.3 Working co-operatively with others

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for all Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 1, evidence is required which demonstrates the learner's identification of at least two different roles within the working with animals sector. Evidence is also required which demonstrates the learner's identification of the main tasks for at least two given roles.

For Outcomes 2 and 3, evidence is required which demonstrates that the learner carried out sector-specific work tasks allocated by the supervisor. Evidence is also required which demonstrates that the learner identified equipment and/or resources appropriate to the allocated tasks and used items of equipment and/or resources

appropriately to carry out the allocated tasks. The allocated tasks should be simple, varied and practical tasks which form an integral part of the main processes involved in the workplace and which can be undertaken within the allocated timescale.

Evidence is required which demonstrates the learner followed advice and/or instructions, communicated with work colleagues appropriately and worked co-operatively with others while carrying out the allocated tasks.

Evidence for Outcomes 2 and 3 should be gathered from direct observation of the learner in the workplace and/or in a situation which creates the conditions and demands of the workplace.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

For this Unit, evidence could include audio and/or audio-visual files recorded on CD and/or DVD, printed materials, observation checklists, logs, recorded oral responses, photographic evidence, video evidence, or their equivalent. Assessors should be confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met. Evidence may be gathered using the learner's usual means of communication.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **1 Literacy**

1.3 Listening and talking

### **4 Employability, enterprise and citizenship**

4.1 Employability

4.3 Working with others

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** May 2017 (version 1.0)

**Superclass:** HC

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## History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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