



## National Unit Specification: general information

**UNIT** Animal Care: Breed Identification and Selection (SCQF level 4)

**CODE** F6SY 10

### SUMMARY

This Unit is designed to enable the candidate to acquire knowledge of the variety of species and breeds of common companion animals. It is intended for candidates with little or no experience with animals but have an interest in the identification and selection of pet breeds. It is designed for those candidates destined for careers in animal care.

### OUTCOMES

- 1 Identify the breeds and breed groups of dogs and describe their work activities.
- 2 Identify the recognised breeds of cats kept as pets.
- 3 Identify other small mammal species commonly kept as pets.
- 4 Explain suitable home environments for a variety of small mammal species.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at SCQF level 4 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** SP

**Publication date:** September 2016

**Source:** Scottish Qualifications Authority

**Version:** 02

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skills development; these are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT      Animal Care: Breed Identification and Selection (SCQF level 4)**

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 breeds and breed groups of dogs and describe their work activities.

##### **Performance Criteria**

- (a) The identification of dog breeds is correct.
- (b) The identification of breed groups is correct.
- (c) The description of work activities of dogs is accurate, for given breeds.

#### **OUTCOME 2**

Identify the recognised breeds of cats kept as pets.

##### **Performance Criteria**

- (a) The identification of recognised cat breeds is correct.

#### **OUTCOME 3**

Identify other small mammal species commonly kept as pets.

##### **Performance Criteria**

- (a) The identification of rabbit breeds is correct.
- (b) The identification of guinea pig breeds is correct.
- (c) The identification of other small mammal species kept as pets is correct.

#### **OUTCOME 4**

Explain suitable home environments for a variety of small mammal species.

##### **Performance Criteria**

- (a) The selection of suitable home environments for particular breeds of dog or cat is correct.
- (b) The selection of suitable home environments for particular species of small mammals is correct.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Animal Care: Breed Identification and Selection (SCQF level 4)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

**All relevant operational procedures undertaken in this Unit must adhere to current legislation, regulations, codes of practice and manufacturers' recommendations where appropriate.**

Written and/or recorded oral evidence is required to demonstrate that candidates have met the requirements of all Outcomes and Performance Criteria (PC). Evidence will be produced at appropriate points throughout the Unit.

#### **Outcome 1**

Evidence is required of the learner's ability to identify a minimum of 10 breeds of dog, their breed groups and a description of a common use of the breed for a work activity in the UK. The assessment should be conducted under closed book conditions.

#### **Outcome 2**

Evidence is required of the learner's ability to identify a minimum of 10 breeds of domestic cat. The assessment should be conducted under closed book conditions.

#### **Outcome 3**

Evidence is required of the learner's ability to identify a minimum of two guinea pig breeds, two rabbit breeds and six other small mammal species commonly kept as pets. The assessment should be conducted under closed book conditions.

#### **Outcome 4**

Evidence is required of the learner's ability to select suitable pets for five given home environments, providing a justification for each pet selected.

## National Unit Specification: support notes

### UNIT      Animal Care: Breed Identification and Selection (SCQF level 4)

This part of the Unit Specification is offered as guidance. The support notes 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 is an optional Unit within the National Certificate in Animal Care at SCQF level 5, but may also be taken as a free-standing Unit.

This Unit is a largely knowledge based Unit which relates to the whole industry and as such does not align to a specific National Occupational Standards Unit.

On completion of this Unit the learner will be able to identify common breeds of commonly kept pets including dogs, guinea pigs and rabbits.

In addition, they will be able to select suitable home environments for a range of mammalian pet species.

Birds, reptiles, amphibians and fish are outside the scope of this Unit.

#### **Corresponding to Outcomes 1–4:**

- 1 Identification of dog breeds by their appearance and subsequent recognition of their kennel club group.

The work activities of dogs — to include herding dogs, police dogs, forces dogs, therapy dogs, guide dogs and hearing dogs.

- 2 Identification of cat breeds by their appearance and subsequent recognition by the Governing Council of the Cat Fancy (GCCF), Felis Britannica, Federation Internationale Feline and the International Cat Association (TICA).

- 3 The identification of rabbit and guinea pig breeds and also species that are kept as pets in the UK such as the ferret, chipmunk, chinchilla, gerbil, hamster, jerd, degu, rat and mouse. It must be emphasised that this list may be expanded to include any other small animal species that may become popular as pets during the lifetime of this Unit.

- 4 The selection of species or breeds that are particularly suitable for different home environments could take into account the presence of children and their ages, whether the potential owner is infirm or suffers from allergies, whether there are other animal species in a household, whether the property is rented or owned — bearing in mind that the deeds of some private homes place restrictions on the number and type of animals an owner is able to keep.

The lifestyle of the owner should also be taken into account in relation to whether they are working, arrangements for the animal for holidays and how much time they have available to spend with the animal.

## National Unit Specification: support notes

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The space available for the owner to house the animal should also be taken into account in terms of the long-term welfare of the animal.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Wherever possible it would be beneficial for candidates to have access to live animals of a variety of species. Ideally these should include dog, cat, rabbit, guinea pig, ferret, chipmunk, chinchilla, gerbil, hamster, jerd, degu, rat and mouse.

#### Relating to Outcomes:

- 1 This should involve the use of photographs, books, posters and relevant web pages. Flashcards and playing cards which have pictures of dog breeds on them can be used to encourage teamwork through games.

DVD, video, visiting speakers and visits to relevant organisations, where available, will enhance the teaching of the working dogs part of this Outcome.

- 2 This should also involve the use of photographs, books, posters and relevant web pages. Flashcards and playing cards which have pictures of cat breeds on them can be used to encourage teamwork through games.
- 3 This should involve the use of live pet animals, photographs, books, posters and relevant web pages. Flashcards can be used to encourage teamwork through games.
- 4 During lectures, discussion should be encouraged to emphasise the variation of home environments available for different species. Through case studies completed in groups and fed back to the rest of the class, the 'ideal' home environment may be considered and discussed in more detail.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities for the development of Written *Communication* skills and the development of *Working with Others* through teamwork in the classroom. *ICT* skills may be enhanced through the use of websites to assist with learning species and breeds. Through the creation of an open-book assignment, the candidate will enhance their communication and *ICT* skills.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The identification assessments for Outcomes 1–3 could use images embedded in one or more papers.

A portfolio of evidence could be used to present information describing one dog work activity for Outcome 1.

## National Unit Specification: support notes (cont)

### UNIT Animal Care: Breed Identification and Selection (SCQF level 4)

#### Outcome 1

- (i) Pictures of 10 breeds of dog and their breed groups could be presented as photographs either embedded in an assessment paper or as a separate presentation.
- (ii) An open-book assignment in which the candidate must explore in detail the common use of one breed of dog for a work activity in the UK.

#### Outcome 2

Identify from pictures 10 breeds of cat. This is a closed-book assessment.

#### Outcome 3

Identify two guinea pig breeds, two rabbit breeds and six other small mammal pet species under closed book conditions.

#### Outcome 4

Open-book case studies in which the candidate must identify the most suitable pet(s) for five given home environments, giving a minimum of two reasons for the choice of animal(s) in each case.

The candidate must correctly identify four out of five to pass this Outcome. There may be more than one acceptable response to each case study.

#### Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

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

### *History of changes to Unit*

<b>Version</b>	<b>Description of change</b>	<b>Date</b>
02	Removal of colour and breed group from Outcome 2 Evidence Requirements.	30/09/2016

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