

SEG Awards Level 3 Diploma in Zookeeping

England – 610/3324/8

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code

The specification code is D9243-03.

| Issue | Date | Details of change |
|-------|-----------------|---|
| 1.0 | 06 October 2023 | New qualification guide |
| 1.1 | November 2025 | Added paragraph under Assessment heading to clarify the number of examples required |

| | | |
|-----|---------------|---|
| | | when learners are asked to demonstrate various methods or techniques |
| 1.2 | February 2026 | Review date updated to 31/10/2028 Updated document to new company branding |

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

| SEG Awards Level 3 Diploma in Zookeeping | | | | | | | | |
|--|---|--|-------|---|-----|---|-----|---|
| Qualification Purpose | <p>This qualification provides learners with the knowledge and skills required to work professionally in zoos, wildlife parks, and other animal care facilities. Learners will understand all aspects of zookeeping from ethical and legal responsibilities, animal behaviour and welfare, roles and responsibilities within zookeeping, etc.</p> <p>Occupations animal care services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.</p> | | | | | | | |
| Age Range | Pre 16 | | 16-18 | ✓ | 18+ | ✓ | 19+ | ✓ |
| Regulation | The above qualification(s) is/are regulated by Ofqual | | | | | | | |
| Assessment | Portfolio of Evidence | | | | | | | |
| Type of Funding Available | See FaLA (Find a Learning Aim) | | | | | | | |
| Grading | Pass/Fail Only | | | | | | | |
| Operational Start Date | 06/10/2023 | | | | | | | |
| Review Date | 31/10/2028 | | | | | | | |
| Operational End Date | | | | | | | | |
| Certification End Date | | | | | | | | |
| Guided Learning (GL) | 297 | | | | | | | |
| Total Qualification Time (TQT) | 370 | | | | | | | |

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|---|--|
| Credit Value | 37 |
| Skills and Education Group Awards Sector | Agriculture, Environment and Animal Care |
| Regulator Sector | 3.3 - Animal care and veterinary science |
| Support from Trade Associations | |

Introduction

The SEG Awards Level 3 Diploma in Zookeeping has been designed to develop knowledge and skills to become a Zookeeper.

Pre-requisites

There are no entry requirements for this qualification, however, learners should be working to at least a Level 2.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Diploma in Zookeeping

Learners must achieve 37 credits. All credits must come from the mandatory units.

| Unit Title | Unit Number | Level | Credit Value | GL |
|--|-------------|-------|--------------|----|
| Mandatory Group Minimum Credit Target - 6 | | | | |
| Zoos in History | F/650/8777 | 3 | 3 | 24 |
| Zoological Conservation | H/650/8778 | 3 | 3 | 24 |
| Zoo Enclosure Design and Improvement | J/650/8779 | 3 | 3 | 24 |

| | | | | |
|-------------------------------|------------|---|---|----|
| Legislation in Zoos | M/650/8780 | 3 | 5 | 45 |
| Education in Zoos | R/650/8781 | 3 | 3 | 25 |
| The Role of the Media in Zoos | T/650/8782 | 3 | 3 | 25 |
| Zoo Animal Nutrition | Y/650/8783 | 3 | 2 | 15 |
| Zoo Animal Management | A/650/8784 | 3 | 4 | 30 |
| Zoo Animal Health | D/650/8785 | 3 | 2 | 15 |
| Zoo Animal Enrichment | F/650/8786 | 3 | 2 | 20 |
| Stress in Zoo Animals | H/650/8787 | 3 | 3 | 20 |
| Animals in Captivity | J/650/8788 | 3 | 4 | 30 |

Aim

The SEG Awards Level 3 Diploma in Zookeeping has been designed to provide learners with the knowledge required to begin a career in zookeeping, or to provide a formal qualification to those already working as a Zookeeper.

Target Group

The SEG Awards Level 3 Diploma for Zookeeping is designed for learners over the age of 16, who are looking to become a Zookeeper or already working in a zoo, wildlife park or animal collection.

Practical hours Requirement

There is no external practical hour requirements attached to this qualification.

Assessment

This qualification is to be completed by portfolio submission, with clear evidencing linked to the relevant Assessment Criteria.

Unless stated otherwise, Skills and Education Group Awards require a minimum of three examples when learners are asked to demonstrate various methods or techniques. This requirement ensures that the learner shows a clear understanding of the assessment criteria.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Indicative Content

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment in an animal related environment, progression to Higher Education in animal science, zoology or similar subjects.

This qualification goes hand in hand with a variety of Skills and Education Group Awards regulated qualifications within the Animal Care sector, supporting learners' knowledge and experience in all aspects of animal care.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

| Zoos in History | |
|---|--|
| Unit Reference | F/650/8777 |
| Level | 3 |
| Credit Value | 3 |
| Guided Learning (GL) | 24 hours |
| Unit Summary | <p>Learners will look back at how zoos operated historically and compare them to modern day zoos. This will enable learners to see how far animal welfare has come, and how to move practices forward to continue to improve the lives of zoo animals in captivity.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 3) | Assessment Criteria (1.1 to 3.3) |
| The learner will | The learner can |
| 1. Understand the development of zoos over time | 1.1 Explain the history of zoos in the UK and internationally 1.2 Describe the shift in keeping animals for entertainment in early zoos to animal conservation in modern day zoos |
| 2. Know the roles of the modern zoo | 2.1 Evaluate the way zoos provide education, entertainment, research facilities and conservation sites 2.2 Analyse public views of the role of the modern zoo |
| 3. Understand modern zookeeping roles | 3.1 Describe the history of zookeeping 3.2 Compare early zookeeping roles and modern-day zookeeping roles |

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| | 3.3 | Evaluate the ways in which modern day Zookeepers can assist in promoting the ethos of zoos |
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| Zoological Conservation | |
|--|---|
| Unit Reference | H/650/8778 |
| Level | 3 |
| Credit Value | 3 |
| Guided Learning (GL) | 24 hours |
| Unit Summary | <p>Learners will evaluate conservation in zoos, including the ethics and welfare of keeping animals, breeding programmes, and the methods used both nationally and internationally to enhance the gene pool and protect animals from extinction.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 2) | Assessment Criteria (1.1 to 2.3) |
| The learner will | The learner can |
| 1. Know different zoo conservation strategies | 1.1 Evaluate the perception of zoo animal conservation to different groups of people 1.2 Describe in-situ and ex-situ conservation 1.3 Compare methods of conservation used by zoos 1.4 Explain the work of organisations linked to zoo conservation 1.5 Evaluate the suitability of conservation strategies currently used in zoos |
| 2. Understand the complexities of captive animal breeding programmes | 2.1 Evaluate ethical breeding programmes for conservation within zoos 2.2 Explain the use of stud books and breeding programmes for zoo animals 2.3 Compare national and international breeding programmes in zoos |

| Zoo Enclosure Design and Improvement | |
|---|--|
| Unit Reference | J/650/8779 |
| Level | 3 |
| Credit Value | 3 |
| Guided Learning (GL) | 24 hours |
| Unit Summary | <p>Learners will be provided with information on the design and improvement of zoo animal enclosures to improve and maintain welfare, bearing restrictions imposed in mind.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 3) | Assessment Criteria (1.1 to 3.3) |
| The learner will | The learner can |
| 1. Know the health and safety requirements for enclosure design | 1.1 Describe health and safety considerations for zoo enclosure design 1.2 Explain the methods and importance of risk assessment in enclosure design 1.3 Describe Zookeeper and public safety considerations for enclosure design |
| 2. Understand zoo animal enclosure improvement | 2.1 Explain reasons for enclosure improvement, including public perception 2.2 Describe methods used to assess and improve zoo animal enclosures 2.3 Describe the roles of organisations and legislation when improving zoo animal enclosures |
| 3. Know general zoo design | 3.1 Evaluate considerations for zoo design 3.2 Analyse the impact of location, style and building restrictions on zoo design |

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|--|-----|----------------------------------|
| | 3.3 | Summarise advances in zoo design |
|--|-----|----------------------------------|

| Education in Zoos | |
|--|---|
| Unit Reference | R/650/8781 |
| Level | 3 |
| Credit Value | 3 |
| Guided Learning (GL) | 25 hours |
| Unit Summary | <p>With education being an integral part of zookeeping, Learners will explore their role in providing and participating in education for the benefit of themselves and the wider community.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 4) | Assessment Criteria (1.1 to 4.3) |
| The learner will | The learner can |
| 1. Know how to present information to others | 1.1 Describe methods of providing information to different groups of people including the media, visitors of all ages and staff 1.2 Summarise key elements required in a presentation to others 1.3 Explain the reasons for internal and external presentations |
| 2. Understand design of zoo signage | 2.1 Design a range of zoo signage 2.2 Explain the use of signage in a zoo |
| 3. Know the importance of zoos to current and future generations | 3.1 Evaluate the importance of zoos to multi-generational visitors 3.2 Explain the role of the education department in a zoo 3.3 Describe the importance of student-led research projects in zoos |

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| 4. Understand collaborative working in zoos | 4.1 | Evaluate collaborative working in zoos |
| | 4.2 | Explain challenges faced in collaborative working in zoos |
| | 4.3 | Explain ways in which Zookeepers are involved in education and research projects |

| Legislation in Zoos | |
|--|---|
| Unit Reference | M/650/8780 |
| Level | 3 |
| Credit Value | 5 |
| Guided Learning (GL) | 45 hours |
| Unit Summary | <p>Learners will learn about Legislation and Organisations involved in zoological collections and zoo animal care form a large part of a Zookeeper's jurisdiction. Learners will explore the impact that relevant Legislation and Organisations have upon the role of a Zookeeper in a modern-day zoo.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 4) | Assessment Criteria (1.1 to 4.2) |
| The learner will | The learner can |
| 1. Know legislation related to zoos in the UK and Europe | 1.1 Describe legislation relating to zoos in the UK and Europe 1.2 Explain how local authorities impact upon the operation of zoos in the UK |
| 2. Know organisations related to zoos in the UK and Europe | 2.1 Evaluate the role of organisations relating to zoos in the UK and Europe 2.2 Explain the impact of legislation on the role of organisations in zoos |
| 3. Understand legislation and organisations related to aspects of zookeeping | 3.1 Describe legislation that impacts upon the role of Zookeepers 3.2 Evaluate how organisations can assist Zookeepers in their role |

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| | 3.3 | Explain legislation affecting visitor interactions with animals, including limitations |
| | 3.4 | Evaluate policy development for Zookeepers and visitor interactions |
| 4. Understand legislative control of transporting zoo animals | 4.1 | Explain legislation involved in transporting animals between zoos |
| | 4.2 | Analyse the consequences of not complying with legislation of transporting zoo animals |

The Role of the Media in Zoos

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|---|---|---|
| Unit Reference | T/650/8782 | |
| Level | 3 | |
| Credit Value | 3 | |
| Guided Learning (GL) | 25 hours | |
| Unit Summary | <p>Learners will learn the skills on how to turn media coverage into a positive impact on zoos. It is important for Learners to understand how to deal with the media in a positive and impactful way whilst ensuring no confidential information is leaked.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> | |
| Learning Outcomes (1 to 3) | Assessment Criteria (1.1 to 3.2) | |
| The learner will | The learner can | |
| 1. Know the advantages of the media to zoos | 1.1 | Describe how the media is valuable to zoos |
| | 1.2 | Explain reasons for the wider zoo team being made aware of media coverage |
| 2. Know the different forms of exposure of a zoo to the media | 2.1 | Explain how a zoo could be exposed to the media |
| | 2.2 | Describe the purpose of providing sound bites from the zoo to the media |
| 3. Understand how Zookeepers are involved with the media | 3.1 | Evaluate reasons where Zookeepers may be involved with the media |
| | 3.2 | Describe methods of dealing with the media, including being a positive ambassador for the zoo |

| Zoo Animal Nutrition | |
|---|---|
| Unit Reference | Y/650/8783 |
| Level | 3 |
| Credit Value | 2 |
| Guided Learning (GL) | 15 hours |
| Unit Summary | <p>Learners will understand the basics of animal nutrition and how it enables Zookeepers to provide accurate diets and correctly presented food to zoo animals and ensures their welfare and enrichment.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 3) | Assessment Criteria (1.1 to 3.2) |
| The learner will | The learner can |
| 1. Understand how to source information on zoo animal nutrition | 1.1 Explain how to gather correct information on zoo animal nutrition 1.2 Analyse the use of software in zoo animal diet provision |
| 2. Know how to store and maintain animal feeds | 2.1 Explain the role of the Zookeeper in food storage and preparation 2.2 Explain correct food storage in zoos 2.3 Evaluate the implications of incorrect food storage and preparation |
| 3. Know the link between animal nutrition and health | 3.1 Evaluate the links between zoo animal health, and feeding and nutrition 3.2 Describe the impact of incorrect diet and feed provision on zoo animals |

| Zoo Animal Management | |
|---|--|
| Unit Reference | A/650/8784 |
| Level | 3 |
| Credit Value | 4 |
| Guided Learning (GL) | 30 hours |
| Unit Summary | <p>Learners will understand how working as part of an effective team in a zoo is directly linked to the welfare of the animals within it. Learners will explore observation skills, record keeping and having a multi-disciplinary approach to zookeeping and animal welfare.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 4) | Assessment Criteria (1.1 to 4.3) |
| The learner will | The learner can |
| 1. Understand the information required by Zookeepers to manage animals in a zoo | 1.1 Describe information required to be able to manage zoo animals 1.2 Explain the importance of Zookeepers gathering basic information on zoo animal management |
| 2. Know the importance of accurate record keeping in zoos | 2.1 Evaluate record keeping methods in zoos 2.2 Describe the importance of relevant record keeping for appropriate zoo animal management 2.3 Describe the reporting of issues and concerns for appropriate zoo animal management |
| 3. Understand the skills required to observe animals in a zoo | 3.1 Describe skills required to carry out detailed observations on zoo animals 3.2 Explain the importance of accurate observation skills |

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| | 3.3 | Evaluate the development of Zookeepers to improve observational skills |
| 4. Know the importance of teamwork in a zoo and as part of a wider multi-disciplinary team | 4.1 | Explain the importance of working as part of a zoo team and as part of a wider multi-disciplinary team |
| | 4.2 | Describe the role of a Zookeeper in a zoo team |
| | 4.3 | Evaluate the skills needed to effectively work as part of a zoo team |

| Zoo Animal Health | |
|---|--|
| Unit Reference | D/650/8785 |
| Level | 3 |
| Credit Value | 2 |
| Guided Learning (GL) | 15 hours |
| Unit Summary | <p>Learners will look at the ways in which good and health is indicated in zoo animals – both physically and behaviourally, and the importance of prevention of diseases.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 3) | Assessment Criteria (1.1 to 3.4) |
| The learner will | The learner can |
| 1. Know zoo animal diseases | 1.1 Describe signs of good and ill health in zoo animals 1.2 Describe a range of diseases in zoo animals |
| 2. Understand the prevention of ill health in zoo animals | 2.1 Evaluate methods used to prevent the spread of diseases in zoos 2.2 Describe bio-security in relation to prevention of disease |
| 3. Understand zoo animal behaviour in relation to good and ill health | 3.1 Describe normal and abnormal behaviours seen in zoo animal 3.2 Explain the importance of promptly reporting abnormal behaviours or signs of illness seen in zoo animals 3.3 Describe how different illnesses present in terms of behaviour |

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|--|-----|---|
| | 3.4 | Explain the importance of following veterinary instruction where disease or illness is suspected or present |
|--|-----|---|

| Zoo Animal Enrichment | |
|---|--|
| Unit Reference | F/650/8786 |
| Level | 3 |
| Credit Value | 2 |
| Guided Learning (GL) | 20 hours |
| Unit Summary | <p>Learners will look at the different ways to provide enrichment to zoo animals, and the importance of doing so. Learners will know the issues that could occur with lack of enrichment being provided and how it is integral to the welfare and public's perception of the zoo.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 2) | Assessment Criteria (1.1 to 2.3) |
| The learner will | The learner can |
| 1. Know the reasons for provision of environmental enrichment | 1.1 Explain different types of environmental enrichment for zoo animals 1.2 Evaluate the reasons for providing enrichment to zoo animals 1.3 Analyse the impact on zoo animals of an environment without mental and physical stimulation |
| 2. Understand the benefits of environmental enrichment | 2.1 Evaluate the benefits of environmental enrichment 2.2 Explain the challenges of providing enrichment to animals in zoos 2.3 Assess the effectiveness of environmental enrichment on animals, zoo staff and visitors |
| 3. Know the use of animal training for enrichment | 3.1 Explain how training is used as enrichment in zoos |

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| | 3.2 | Develop training plans for a range of animals in a zoo included resources necessary |
| | 3.3 | Analyse the welfare improvements made when training zoo animals |
| | 3.4 | Evaluate positive and negative reinforcement when training zoo animals |

| Stress in Zoo Animals | |
|---|---|
| Unit Reference | H/650/8787 |
| Level | 3 |
| Credit Value | 3 |
| Guided Learning (GL) | 20 hours |
| Unit Summary | <p>Stress can have a massive impact on the welfare of animals in a zoo. This unit looks at reasons for stress in animals and how to minimise exposure to stress to ultimately improve welfare.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 2) | Assessment Criteria (1.1 to 2.3) |
| The learner will | The learner can |
| 1. Understand zoo animal behaviour | 1.1 Explain normal behaviour and body language of different zoo animals 1.2 Describe when intervention and reporting of abnormal behaviour is necessary in zoo animals 1.3 Explain implications of not reporting abnormal behaviour in zoo animals |
| 2. Know the signs of stress in zoo animals | 2.1 Describe signs of stress in a range of zoo animals 2.2 Evaluate the link between stress and poor health in zoo animals |
| 3. Understand the management of stress in zoo animals | 3.1 Evaluate the role of enrichment in the prevention and management of stress in zoo animals 3.2 Explain strategies for the management of stress in zoo animals |

| Animals in Captivity | |
|--|--|
| Unit Reference | J/650/8788 |
| Level | 3 |
| Credit Value | 4 |
| Guided Learning (GL) | 30 hours |
| Unit Summary | <p>Learners will explore the welfare of animals kept in captivity and methods of assessing welfare standards, including how to improve welfare. Looking at the reasons that animals are kept in captivity and how to ensure they are fulfilled, learners will have a balanced view on reasons for and against keeping animals in captivity, and the ethics or breeding.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p> |
| Learning Outcomes (1 to 4) | Assessment Criteria (1.1 to 4.2) |
| The learner will | The learner can |
| 1. Know the needs of captive animals | 1.1 Describe the needs of a range of animals to maintain their welfare when kept in captivity 1.2 Explain how the needs of a range of animals can be met by the caregiver in captivity |
| 2. Know the methods used to assess the welfare of animals in captivity | 2.1 Analyse current methods of welfare assessment used for a range of animals kept in captivity 2.2 Evaluate the importance of animal welfare assessment 2.3 Explain how to monitor animal welfare and suggest justified improvements |

| | | |
|--|-----|---|
| 3. Understand the ethical considerations of keeping animals in captivity | 3.1 | Analyse reasons for and against keeping animals in captivity |
| | 3.2 | Summarise the ethical principles involved with keeping animals in captivity |
| 4. Understand the breeding of animals in captivity | 4.1 | Evaluate the breeding of animals in captivity |
| | 4.2 | Analyse methods used to control animal breeding in captivity |

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.