



Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Anticipated misconceptions	Links to KS5	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
One	Animal Health Checks	Qualitative checks of the eyes, ears, nose and ano-genital area	How to carry out animal health checks, both visual and physical	The difference between qualitative and quantitative checks	As a key skill in looking after animals, this links to all units of the Level 3 course, but particularly Unit 3 - Animal Welfare and Unit 4 - Practical Animal Husbandry	As an additional challenge, students could look at case studies of more complex cases and suggest care recommendations	The fundamental british value of caring for animals, and upholding high welfare standards.	The role of veterinary and animal health care workers. How standards are maintained in all sectors, including zoos and farms	The BTEC Level Tech Award is a vocational course that prepares students for work in the animal sector. All units of the course lay the foundations for students to enter employment in areas such as: Conservation Vet Nursing Pet Shop Animal Welfare Etc. It also enhances
Two		Body conditions scores - how to carry out the checks and what the features of each score are. Urine and faecal checks. Procedures and interpretation of pulse and temperature	Application of animal restraint and handling techniques as learnt in their NEA focus lessons						

		checks. Methods and importance of weight tracking, including interpretation of results.							applications to veterinary medicine
Three	<p>Half term three focuses on PPE preparation and review. Students will be given bespoke support to prepare for their PPEs, and then to use them to improve their knowledge, understanding and application of the theoretical side of the course.</p> <p>The PPE will be an unseen paper, and in HT3 will be written in house to focus on only the content delivered so far.</p>								
Four	Maintaining Animal Welfare	<p>The five welfare needs.</p> <p>The importance of vaccinations, microchipping, worming ect.</p> <p>The importance of regular exercise and enrichment, and the forms this takes for different animals.</p> <p>Methods of training animals</p>	<p>Students need to be able to apply their knowledge of animal health to case studies and suggest care recommendations</p> <p>Make recommendations to prospective and actual animal owners,</p>	<p>The differences between bacteria, fungi and viruses.</p> <p>Direct and indirect transmission are commonly confused.</p> <p>The differences between preventative and treatment methods</p>	These units flow directly into the level three Unit 3 - Animal Welfare	More able students can study case studies of increasing complexity	The fundamental british value of caring for animals, and upholding high welfare standards.	<p>Development of disease prevention and transmission limitations</p> <p>The role of trained animals in society</p>	

Five	Animal Diseases	Pathogens and transmission types Zoonotic and notifiable diseases Common methods for treating animal disease, and preventing the spread of infection	based on their circumstance and limitations						
Six	<p>Half term three focuses on PPE preparation and review. Students will be given bespoke support to prepare for their PPEs, and then to use them to improve their knowledge, understanding and application of the theoretical side of the course.</p> <p>The PPE will be an unseen paper, and in HT6 will be an entire Unit 3 past or specimen paper.</p>								