

# **He Puka Whakaaetanga, Whakamana Hōtaka | Programme Approval and Accreditation Document**

**Programme of Study:  
New Zealand Certificate in  
Animal Management (Level 4)  
Leading to the award of:  
[2489-3] New Zealand Certificate in  
Animal Management (Level 4)**



**Te Pūkenga**

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## Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description of change
1	Te Poari Akoranga			New programme

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# 1. The Unified New Zealand Certificate in Animal Management (Level 4)

## 1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Rito](#) and [Te Pae Tawhiti](#), as well as fulfilling the expectations of the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework).

## 1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

Throughout 2021 and 2022 Te Pūkenga has worked collaboratively with Te Pūkenga subsidiary Institutes of Technology and Polytechnics (subsidiaries) to unify the New Zealand Certificate in Animal Management (Level 4), with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping so that Te Pūkenga has one programme that meets NZQA requirements. This document outlines the final working draft for this programme, for the purposes of socialisation among kaiako who teach it across the network, inviting their feedback.

Version 2 of this qualification was published in April 2021 as a result of a scheduled review and Version 3, with the inclusion of the Pet Grooming strand was later published in October 2021.

Please Note: The Pet Grooming strand of this programme is not included in this socialisation document and will be out for socialisation at a later time.

The approach taken to the unification of this programme was that all current existing programmes being delivered by our network partners were reviewed, and a reference group drawn from the network, selected the best from each of these to ensure the new unified programme met the new Graduate Profile Outcomes of the new qualification.

The proposed unified programme is based on a collaborative design process among the following subsidiaries of Te Pūkenga:

- Ara Institute of Canterbury
- Otago Polytechnic
- Southern Institute of Technology
- Toi Ohomai
- Unitec

The working draft of the programme and courses presented here is high level and does not include specific information about delivery methods, or details of assessment details. This is intentional and

is the way that Te Pūkenga ensures that courses may be delivered and assessed in ways that best suit each ākongā group and delivery mode.

This draft includes key elements of the unified programme documentation that present a wide range of delivery methods and assessment methods that may be applied to the delivery of the courses, as well as key regulatory elements, such as admission requirements and grading systems.

### Programme Documentation

This document provides detailed information for the unified programme. The programme will be delivered from 1 January 2023 subject to approval and accreditation through Te Pūkenga subsidiary organisations that currently offer similar programmes. During this consultation phase, we welcome feedback for the programme and invite you to take this opportunity to help us shape the future of Animal Management for Aotearoa.

## 1.3 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of **transition** to a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery is contextualised, and provides relevant pathways to meet the needs of those local communities.

See the [Appendix](#) for details on transition arrangements for each network partner.

## 2. Te Hono o te Kahurangi | Qualification Details

### NZQA Approval Criterion 1: Qualification to which the programme leads.

The programme detailed here meets the definition as listed in the [New Zealand Qualifications Framework \(NZQF\)](#) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF.

	NZQA Reference No.	Version No.	Credits	Level
<b>New Zealand Certificate in Animal Management (Level 4)</b>	XXXXXX	1	120	4
with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; and Zookeeping.				

*which leads to the award of the following qualification*

<b>New Zealand Certificate in Animal Management (Level 4)</b>	2489	3	120	4
with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping (Note: Pet Grooming strand not offered in this programme proposal)				
NZSCED	061103 Health>Veterinary Studies>Veterinary Assisting			
Qualification developer	Muka Tangata – People, Food and Fibre Workforce Development Council			

Next review	30/04/2026
Next planned consistency review	April 2026

### **Strategic purpose**

The purpose of this qualification is to provide individuals with the skills, knowledge and attributes to maintain and manage a positive welfare state for animals.

This qualification is designed for people who intend to work in a role managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, public aquariums, and zoos.

Graduates will have the technical knowledge and skills to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision, or guidance.

This qualification is structured to recognise the specialist skills required for managing care and husbandry within the contexts of companion animal; fish, amphibian and reptile; canine behaviour and training; pet grooming; and zookeeping facilities; and to promote a positive welfare state for animals.

### **Graduate profile outcomes**

Graduates of this qualification will be able to:

1. Implement regulatory and compliance requirements for animal care and welfare.
2. Apply knowledge of anatomy and physiology to relevant aspects of animal management.
3. Manage interpersonal relationships and ethical behaviour in the provision of animal care.

Graduates of the Canine Behaviour and Training strand will also be able to:

4. Apply knowledge of canine health, welfare, husbandry, wellness, and housing design to manage their care in a training environment, and transport.
5. Apply knowledge of canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs.
6. Apply knowledge of interpersonal communication skills and canine learning theory, behaviour, and behavioural modification to provide instruction to clients on dog handling and training.
7. Manage variations to normal and abnormal, canine health and behaviour in a training environment.

Graduates of the Companion Animals strand will also be able to:

8. Apply knowledge of health, welfare, husbandry, wellness, and housing design to manage the optimal care, and transport of companion animals.
9. Manage variations to normal and abnormal companion animal health and behaviour.

Graduates of the Fish, Amphibians and Reptiles strand will also be able to:

10. Apply knowledge of fish, reptiles and amphibian health, welfare, husbandry, and housing design to manage their optimal care and transport.
11. Manage variations to normal and abnormal health and behaviour in fish, reptiles, and amphibians.

Graduates of the Pet Grooming strand will also be able to:

12. Maintain animal, human, and environmental safety in a pet grooming environment.
13. Maintain an optimal welfare state of pets in a pet grooming environment.
14. Manage variations to normal and abnormal health and behaviour of pets in a pet grooming environment.
15. Apply knowledge of pet breed and individual characteristics, coat and body type, handling techniques, and the use and maintenance of grooming equipment to groom pets.

Graduates of the Zookeeping strand will also be able to:

16. Apply global zoo industry frameworks and concepts of conservation and objectives to all aspects of zookeeping.

17. Maintain animal, human, and environmental safety in a zookeeping environment or facility.
18. Maintain an optimal welfare state for animals in a zookeeping environment or facility.
19. Manage variations to normal and abnormal animal health and behaviour in a zookeeping environment or facility.

See the full qualification details [here](#) on the NZQA website.

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### 3. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence

#### *NZQA Approval Criterion 2: Title, aims, learning outcomes and coherence*

The aim of this programme is to deliver a learning experience that meets the qualification strategic purpose, through learning outcomes that align with and cover the qualification graduate profile outcomes.

The programme is aimed at ākonga who have an interest in managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, public aquariums, and zoos and who may progress directly from secondary school or from prior study in related fields. The programme is also designed for those who wish to return to education to develop new animal care and management related skills.

Graduates of the programme will have the technical knowledge and skills to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision.

Programme design embeds the principle of constructive alignment to ensure the relationship between course learning outcomes, content and assessment. Development was underpinned by learning design principles and quality standards. The development process drew on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements. There was an emphasis on the assessments providing evidence of meeting the learning outcomes and graduate profile outcomes.

The development approach was ākonga-centred and considered transportability of learning and pathways for ākonga within and across programmes of study. Learning outcomes were designed to reflect the knowledge, skills and attributes ākonga will achieve by completing each course in the programme of study. Learning outcomes provide a basis for the design of learning activities and assessment.

Course learning outcomes in this programme:

- are aligned with the programme aims
- reflect how ākonga will achieve the graduate profile
- are clear and specified for each component of the programme
- are measurable and achievable
- are integrated to provide a balanced and logical programme, and
- are presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills and attitudes

Course descriptors (located in the [Appendix](#)) provide an overview of the content of each course in the programme, and the programme structure is reflected in Tables 1 and 2 in the [Programme Regulations – Award of Qualification](#) section below. Learning and teaching activities and assessment



will employ a range of elements drawn from approved methods described in this document to align with the context of the learning (delivery mode, regional specific requirements, etc.) and any particular needs of the group of ākonga. Alignment of course learning outcomes, assessments and graduate profile outcomes is shown in the [Appendix](#).

## 4. Te Kawenga o te Hōtaka | Programme Delivery

### *NZQA Approval Criterion 3: Delivery modes and methods*

#### 4.1 Ngā Momo Kawenga | Delivery Modes

An individual ākonga’s programme of study may be made up of one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning.

The modes noted in the table below are based on guidance from the [Tertiary Education Commission](#) (TEC) and recognise the different cost structures involved in delivery. The modes of delivery have been designed as part of the TEC’s Unified Funding System to:

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers
- support the quality, relevance and growth of work-based learning
- meet ākonga, employer and community needs, and
- be simple and transparent

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga health and wellbeing support.

In terms of delivery modes defined by NZQA, this programme is designed to allow the following:

- blended (face to face, work integrated learning, and online at a distance engagement)

#### 4.2 Te Huarahi o te Kawenga | Delivery Methods

##### 4.2.1 Learning and teaching methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. The range of strategies adopted will enable implementation of and support for the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework).

The range of learning and teaching methods used within this programme may include those listed below. Each of these may be offered in physical, virtual and/or simulated approaches.

<ul style="list-style-type: none"> <li>• Case-studies</li> <li>• Scenario-based learning</li> <li>• Collaborative learning</li> <li>• Flipped classroom</li> <li>• Engagement with technical and professional standards</li> <li>• Group critiques</li> <li>• Guest speakers/Industry professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Laboratory sessions</li> <li>• Practical learning</li> <li>• Noho marae</li> <li>• Online learning</li> <li>• Project-based/Activity-based learning</li> <li>• Research project</li> <li>• Role play</li> <li>• Mahi-ā-ipurangi   Self-directed learning</li> </ul>
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<ul style="list-style-type: none"> <li>• HyFlex models</li> <li>• Individual learning and career planning</li> <li>• Interactive lectures/Large-group teaching</li> <li>• Investigative/Field trips</li> <li>• Kanohi ki te kanohi and other culturally responsive options</li> </ul>	<ul style="list-style-type: none"> <li>• Studio/Workshop</li> <li>• Team/Peer-based learning</li> <li>• Tuākana – Teina</li> <li>• Tutorials/Small-group learning</li> <li>• Wānanga</li> <li>• Work-integrated learning</li> </ul>
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Detailed descriptions of each of the above are available in the [Appendix](#).

#### 4.2.2 Practical and work-integrated learning

Practical and work-integrated learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment, either real or simulated. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Such practical and/or work-integrated learning also provides opportunities for observation by qualified practitioners. Work-integrated learning in this programme may include:

- practical placements in the workplace
- practical workshops
- simulations

The requirements for practical and work-integrated learning in this programme (e.g., skills to be acquired and assessed, simulated or real contexts to be experienced, number of hours to be observed) will be specified in delivery documentation. Related resources will also be supplied in delivery documentation, such as templates for tripartite agreements and workplace observation feedback. This will support consistency in ākonga experience across the network, irrespective of delivery mode (e.g., provider-based or work-based).

#### 4.3 Te Mana Akoranga | Academic Integrity

Academic integrity relates to meeting moral and ethical principles in education and training settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society.

Te Pūkenga is committed to the highest standards of integrity, respect and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards, and we are committed to providing the resources necessary to support their success as both ākonga and citizens.

The Academic Integrity policy and procedure form part of [Te Kawa Maiorooro | Educational Regulatory Framework](#).

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## 5. Waeture ā-Hōtaka | Programme Regulations

### *NZQA Approval Criterion 5: Regulations*

Programme regulations outline the requirements for entry into, progress through and completion of the programme, and are aimed at assisting ākonga to understand these requirements. The Programme Regulations are to be read in conjunction with [Te Kawa Maiorooro | Educational Regulatory Framework](#).

In the regulations presented here, unless the context otherwise requires, 'delegated authority' refers to an individual or role holder, or in some cases a committee, who has been delegated the

authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the Programme.

Selection processes may be used to optimise ākongā chances of success and/or if the number of applicants exceeds the available places on the programme. Selection criteria may include date of application, interview, placement tests (e.g., for languages), audition or references. Te Pūkenga may employ equity-focussed provisions when assessing applicants for this programme, such as prioritising those applicants representing tangata whenua and other cultures or communities who are underrepresented in the profession, with applicants who meet the maximum number of listed criteria being the preferred candidates. If the number of eligible applicants for admission exceeds the number of places available at a specific location (campus or learning hub) or in a specific delivery mode, applicants will be given the opportunity to choose an alternative within Te Pūkenga network.

## 5.1 Whakatapoko | Admission

<b>General admission</b>	To be admitted to this programme, an applicant must be <ul style="list-style-type: none"> <li>• at least 16 years old at the time the programme commences, and</li> <li>• have NCEA level 1 including at least 10 credits in a relevant science</li> </ul>
<b>Special admission</b>	Any person who is 20 years of age or older and does not meet the General Admission requirements stated above may be eligible for Special Admission. In assessing whether to grant Special Admission, the delegated authority will focus on the applicant’s level of preparedness for this programme and/or relevant prior learning experiences.
<b>Discretionary admission</b>	Any person who is not yet 20 years of age and does not meet the General Admission requirements stated above may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority will focus on the applicant’s level of preparedness for their intended programme.
<b>Additional requirements</b>	In addition to meeting the requirements for general, special, or discretionary admission the following Programme Specific requirements must be met prior to admission. Applicants must: <ul style="list-style-type: none"> <li>• a declaration of any criminal conviction* to ensure fitness to practice, and</li> <li>• authorise Te Pūkenga (or its authorised agent) to obtain a background check from the New Zealand Police.</li> </ul> <p><b>*Convictions of any offence may not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of Te Pūkenga.</b></p> <p>All applicants must provide evidence that they have the necessary language literacy proficiency required for the Programme as demonstrated by the equivalence of:</p> <ul style="list-style-type: none"> <li>• 12 NCEA literacy credits at <a href="#">Level 2 or above</a></li> </ul> <p>Applicants who are unable to provide evidence of the above may be required to demonstrate capability using an approved proficiency test or an equivalent described in <a href="#">NZQA Rules</a>.</p>
<b>English language requirements</b>	All applicants (international and domestic) for whom English or te reo Māori is not a first language will need to provide evidence that they have the necessary English language proficiency required for the Programme. <p>International applicants are required to have an IELTS score of 5.5 (academic) with no individual band lower than 5.0 from one test taken in the preceding two years, or an equivalent described in <a href="#">NZQA Rules</a>.</p> <p>Domestic applicants are required to provide acceptable evidence of English language proficiency through an approved proficiency test or an equivalent described in <a href="#">NZQA Rules</a>.</p>

## 5.2 Tūtukitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in with [Te Kawa Maiooro | Educational Regulatory Framework](#).

## 5.3 Tohu o te Hōtaka | Award of Qualification

<b>Credit requirements</b>	<p>To be awarded the <b>New Zealand Certificate in Animal Management (Level 4)</b>, ākonga must achieve a minimum of 120 credits in the pattern set out in Table 1 from the courses set out in Table 2 below.</p> <p><b>Table 1: Credit Requirements</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Compulsory credits</th> <th>Elective credits</th> <th>Total credits</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>120</td> <td></td> <td>120</td> </tr> <tr> <td colspan="3"><b>Total credits</b></td> <td><b>120</b></td> </tr> </tbody> </table> <p><b>Table 2: Schedule of Courses</b></p> <table border="1"> <thead> <tr> <th>Course code</th> <th>Course title</th> <th>Credits</th> <th>Pre-requisites</th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Level 4 – Companion Animals Strand</b></td> </tr> <tr> <td>AN4002</td> <td>Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN4122</td> <td>Companion Animal Husbandry A</td> <td>15</td> <td></td> </tr> <tr> <td>AN4123</td> <td>Companion Animal Husbandry B</td> <td>15</td> <td></td> </tr> <tr> <td>AN4124</td> <td>Companion Animal Healthcare</td> <td>15</td> <td></td> </tr> <tr> <td>AN4125</td> <td>Companion Animal Behaviour</td> <td>15</td> <td></td> </tr> <tr> <td>AN4126</td> <td>Companion Animal Welfare</td> <td>15</td> <td></td> </tr> <tr> <td>AN4127</td> <td>Companion Animal Work Experience A</td> <td>15</td> <td></td> </tr> <tr> <td>AN4128</td> <td>Companion Animal Work Experience B</td> <td>15</td> <td>AN4127</td> </tr> <tr> <td colspan="2"><b>Total compulsory credits @ Level 4</b></td> <td colspan="2"><b>120 credits</b></td> </tr> <tr> <td colspan="4"><b>Level 4 – Canine Behaviour and Training Strand</b></td> </tr> <tr> <td>AN4002</td> <td>Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN4502</td> <td>Canine Training A</td> <td>15</td> <td></td> </tr> <tr> <td>AN4503</td> <td>Canine Training B</td> <td>15</td> <td>AN4502</td> </tr> <tr> <td>AN4504</td> <td>The Science of Learning</td> <td>15</td> <td></td> </tr> <tr> <td>AN4505</td> <td>Canine Health and Husbandry</td> <td>15</td> <td></td> </tr> <tr> <td>AN4506</td> <td>Canine Development and Behaviour</td> <td>15</td> <td></td> </tr> <tr> <td>AN4507</td> <td>Canine Behaviour and Training Work Experience A</td> <td>15</td> <td></td> </tr> <tr> <td>AN4508</td> <td>Canine Behaviour and Training Work Experience B</td> <td>15</td> <td>AN4507</td> </tr> <tr> <td colspan="2"><b>Total compulsory credits Level 4</b></td> <td colspan="2"><b>120 credits</b></td> </tr> <tr> <td colspan="4"><b>Level 4 – Fish, Amphibians and Reptiles Strand</b></td> </tr> <tr> <td>AN4002</td> <td>Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN4802</td> <td>Fish, Amphibians and Reptiles Husbandry A</td> <td>15</td> <td></td> </tr> <tr> <td>AN4803</td> <td>Fish, Amphibians and Reptiles Husbandry B</td> <td>15</td> <td></td> </tr> <tr> <td>AN4804</td> <td>Fish, Amphibians and Reptiles Healthcare</td> <td>15</td> <td></td> </tr> <tr> <td>AN4805</td> <td>Fish, Amphibians and Reptiles Behaviour</td> <td>15</td> <td></td> </tr> <tr> <td>AN4806</td> <td>Fish, Amphibians and Reptiles Welfare</td> <td>15</td> <td></td> </tr> <tr> <td>AN4807</td> <td>Fish, Amphibians and Reptiles Work Experience A</td> <td>15</td> <td></td> </tr> </tbody> </table>				Level	Compulsory credits	Elective credits	Total credits	4	120		120	<b>Total credits</b>			<b>120</b>	Course code	Course title	Credits	Pre-requisites	<b>Level 4 – Companion Animals Strand</b>				AN4002	Anatomy and Physiology	15		AN4122	Companion Animal Husbandry A	15		AN4123	Companion Animal Husbandry B	15		AN4124	Companion Animal Healthcare	15		AN4125	Companion Animal Behaviour	15		AN4126	Companion Animal Welfare	15		AN4127	Companion Animal Work Experience A	15		AN4128	Companion Animal Work Experience B	15	AN4127	<b>Total compulsory credits @ Level 4</b>		<b>120 credits</b>		<b>Level 4 – Canine Behaviour and Training Strand</b>				AN4002	Anatomy and Physiology	15		AN4502	Canine Training A	15		AN4503	Canine Training B	15	AN4502	AN4504	The Science of Learning	15		AN4505	Canine Health and Husbandry	15		AN4506	Canine Development and Behaviour	15		AN4507	Canine Behaviour and Training Work Experience A	15		AN4508	Canine Behaviour and Training Work Experience B	15	AN4507	<b>Total compulsory credits Level 4</b>		<b>120 credits</b>		<b>Level 4 – Fish, Amphibians and Reptiles Strand</b>				AN4002	Anatomy and Physiology	15		AN4802	Fish, Amphibians and Reptiles Husbandry A	15		AN4803	Fish, Amphibians and Reptiles Husbandry B	15		AN4804	Fish, Amphibians and Reptiles Healthcare	15		AN4805	Fish, Amphibians and Reptiles Behaviour	15		AN4806	Fish, Amphibians and Reptiles Welfare	15		AN4807	Fish, Amphibians and Reptiles Work Experience A	15	
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<b>Level 4 – Companion Animals Strand</b>																																																																																																																																				
AN4002	Anatomy and Physiology	15																																																																																																																																		
AN4122	Companion Animal Husbandry A	15																																																																																																																																		
AN4123	Companion Animal Husbandry B	15																																																																																																																																		
AN4124	Companion Animal Healthcare	15																																																																																																																																		
AN4125	Companion Animal Behaviour	15																																																																																																																																		
AN4126	Companion Animal Welfare	15																																																																																																																																		
AN4127	Companion Animal Work Experience A	15																																																																																																																																		
AN4128	Companion Animal Work Experience B	15	AN4127																																																																																																																																	
<b>Total compulsory credits @ Level 4</b>		<b>120 credits</b>																																																																																																																																		
<b>Level 4 – Canine Behaviour and Training Strand</b>																																																																																																																																				
AN4002	Anatomy and Physiology	15																																																																																																																																		
AN4502	Canine Training A	15																																																																																																																																		
AN4503	Canine Training B	15	AN4502																																																																																																																																	
AN4504	The Science of Learning	15																																																																																																																																		
AN4505	Canine Health and Husbandry	15																																																																																																																																		
AN4506	Canine Development and Behaviour	15																																																																																																																																		
AN4507	Canine Behaviour and Training Work Experience A	15																																																																																																																																		
AN4508	Canine Behaviour and Training Work Experience B	15	AN4507																																																																																																																																	
<b>Total compulsory credits Level 4</b>		<b>120 credits</b>																																																																																																																																		
<b>Level 4 – Fish, Amphibians and Reptiles Strand</b>																																																																																																																																				
AN4002	Anatomy and Physiology	15																																																																																																																																		
AN4802	Fish, Amphibians and Reptiles Husbandry A	15																																																																																																																																		
AN4803	Fish, Amphibians and Reptiles Husbandry B	15																																																																																																																																		
AN4804	Fish, Amphibians and Reptiles Healthcare	15																																																																																																																																		
AN4805	Fish, Amphibians and Reptiles Behaviour	15																																																																																																																																		
AN4806	Fish, Amphibians and Reptiles Welfare	15																																																																																																																																		
AN4807	Fish, Amphibians and Reptiles Work Experience A	15																																																																																																																																		

	AN4808	Fish, Amphibians and Reptiles Work Experience B	15	AN4807
	<b>Total compulsory credits Level 4</b>		<b>120 credits</b>	
	Level 4 – Zookeeping Strand			
	AN4002	Anatomy and Physiology	15	
	AN4902	Biodiversity and Conservation	15	
	AN4903	Zoo Animal Husbandry	15	
	AN4904	Zoo Animal Welfare and Behaviour	15	
	AN4905	Zoo Industry	15	
	AN4906	Introduction to Professional Skills and Competencies	15	
	AN4907	Zookeeping Industry Work Experience	30	
	<b>Total compulsory credits Level 4</b>		<b>120 credits</b>	
<b>Programme completion</b>	<p>The normal time to complete this programme is 12 months (full-time study) or two years (part-time study).</p> <p>The maximum period to complete this Programme is four years unless there are exceptional circumstances.</p> <p>Ākongā who are prevented by circumstances beyond their control from completing the programme requirements within the maximum time to complete may seek an extension of enrolment for an agreed period of time.</p>			

## 5.4 Waeture Aromatawai | Assessment Regulations

<b>Grading</b>	<p>Assessment in this programme is achievement based.</p> <p>Grading follows the guidelines in <a href="#">Te Kawa Maiooro   Educational Regulatory Framework</a>.</p> <p>Specific assessment and/or course pass requirements are detailed in course outlines.</p>
<b>Additional assessment opportunities</b>	<p>Opportunities for and requirements of resit and/or resubmission opportunities for failed assessments, and reassessment opportunities for failed courses are outlined in the Programme Handbook and/or course outlines.</p>
<b>Assessment submission</b>	<p>Dates and processes for assessment submission are outlined in the Programme Handbook and/or course outlines.</p> <p>Regulations regarding late submission of assessments are outlined in the Programme Handbook and/or course outlines.</p>

## 6. Aromatawai me te Whakataurite | Assessment and Moderation

### *NZQA Approval Criterion 6 and Accreditation Criterion 1: Assessment and moderation*

#### 6.1 Aromatawai | Assessment

Assessment is a structured process of gathering evidence and making judgements on ākongā performance in relation to predetermined criteria and is integral to learning and teaching. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives
- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- provide ākonga with feedback regarding their own learning for and developmental purposes, and
- evaluate ākonga achievement and the demonstration of specified learning outcomes

Te Pūkenga has a commitment to supporting ākonga to achieve to their full potential through quality assessment, which should:

- **Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and teaching.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of the institute’s success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

### 6.1.1 Ngā Tukanga Aromatawai | Assessment Procedures

<b>Course assessment</b>	Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessments are compulsory unless indicated otherwise the Programme Handbook and/or course outlines.
<b>Assessment in te reo Māori</b>	Ākonga have the right to submit any summative assessment task in te reo Māori. The process for submission of summative assessment work in te reo Māori is governed by of <a href="#">Te Kawa Maiororo   Educational Regulatory Framework</a> .
<b>Affected performance</b>	Where ākonga performance in an assessment is negatively affected by a circumstance or situation which they could not have reasonably prevented, ākonga may apply for special consideration, as set out in of <a href="#">Te Kawa Maiororo   Educational Regulatory Framework</a> .

### 6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

<b>Validity</b>	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
<b>Authenticity</b>	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.

<b>Reliability</b>	Assessment should consistently and accurately measure ākongā performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
<b>Fairness and inclusivity</b>	Varied assessment should provide all ākongā with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākongā, non-discriminatory, and be culturally responsive and appropriate.
<b>Manageability</b>	Assessment should be reasonable and practicable in time and resources for both ākongā and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
<b>Transparency</b>	Each assessment should clearly set out the expectations of ākongā. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.
<b>Sustainability</b>	Assessment should be designed in a way that meets the needs of the present along with preparing ākongā to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.

### 6.1.3 Assessment methods

This programme uses a range of assessment methods, which support ākongā to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes. The three main types of assessment are as below.

- **Diagnostic** is preliminary assessment to find out where ākongā are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet ākongā needs.
- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākongā on progress towards a learning outcome. It can also provide information to inform the next steps in teaching and learning.
- **Summative** is assessment that provides evidence that an ākongā has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākongā will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākongā, learning and teaching, and includes formats that are oral, written, visual and practice based.

### 6.1.4 Assessment portfolios

Assessment in this programme is collated into Assessment Portfolios, which are designed to give ākongā the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an Assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

An Assessment Portfolio is used for accountability and provides evidence of what ākongā have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes. Where an assessment

requires invigilation, it may still be included in the portfolio once the assessment is completed. The portfolio can provide a record of all assessment completed within a course.

Evidence within the Assessment Portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports, etc. The evidence selected to be included in a portfolio will be authentic and relevant. In the Assessment Portfolio, ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical applications. Activities in this programme may include:

<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Case-studies</li> <li>• Examinations</li> <li>• Exhibition presentations</li> <li>• Group/Collaborative assessments</li> <li>• Practical demonstrations</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Research projects</li> <li>• Tests/Quizzes</li> <li>• Visual development records</li> <li>• Written reports, summaries, contextual documents</li> <li>• Work-based/Work-integrated assessment</li> </ul>
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Detailed descriptions of each of the above are available in the [Appendix](#).

### 6.1.5 Assessment feedback

Ākonga are provided with regular feedback on progress and reporting on final achievements in accordance with [Te Kawa Maiooro | Educational Regulatory Framework](#). Kaiako contributing to the programme aim to provide constructive feedback in a timely fashion. Typically, such feedback is provided on individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

### 6.1.6 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may entail spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a given learning location or may be agreed with ākonga and employers in work-based learning, or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (e.g., assessment schedules).

## 6.2 Te Whakataurite Aromatawai | Moderation of Assessment

A networked moderation system will ensure the maintenance of a national standard for programme assessment. All assessments in this programme will be moderated pre- and post-assessment for the first delivery of each course. Thereafter, moderation will occur according to an annual moderation plan.

National moderation will be carried out as specified in an agreed national moderation plan. (See an indicative Moderation Plan in the [Appendix](#).) The Programme Committee is responsible for ensuring that the requirements of the approved programme moderation plan are met. This will include post-assessment moderation, as well as ensuring assessments are appropriate for the relevant level, learning outcomes and graduate profile outcomes.

The key components of the networked moderation system are as follows:



Type	Pre-assessment moderation	Post-assessment moderation
<b>Local</b>	All new assessments and significant changes to assessments will be pre-assessment peer-moderated to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Course assessments are post-assessment moderated according to an annual plan. The purpose of this type of moderation is to check the consistency of assessors' marking decisions and to recommend any changes to the assessment that may improve validity, authenticity, consistency and ease of understanding.
<b>National</b>	National moderation will be carried out as specified in a national moderation plan. The primary objective of national moderation processes is to ensure that consistent assessment judgements are made at the national standard.	

Te Pūkenga moderation practices are based on the firm foundation of processes and practice from the range of established practice by network partners. The key difference is the collaborative national approach that will be employed within discipline teaching groups. The outcomes of moderation are reported and discussed in a variety of fora and used to seek improvement in practice across the network.

### 6.2.1 Collaboration for programme moderation

Kaiako teams will collaborate to collectively and separately provide processes ensuring assessment activities are fair, impartial and consistently applied between years and across learning sites delivering the same courses. Collaborative discipline moderation rōpū will have an overview of the programme moderation and will work with the co-ordinator, and/or a specific moderation team, to provide processes to ensure that the learning outcomes achieved are substantially equivalent across delivery locations and sites. Moderation will be conducted by suitably qualified practising academics/assessors and moderators appointed from industry.

### 6.2.2 Local (internal) moderation

Kaiako recognised as having expertise in assessment within the discipline area of the relevant course collectively hold responsibility for local moderation within delivery sites, which will be undertaken by collegial teams.

### 6.2.3 National/Network moderation

Courses are subject to regular national/network moderation as per the Moderation Plan. Moderation activities for national/network moderation will employ formal processes and involve senior kaiako who manage and teach on the same or a similar programme.

Typically, each course will undergo national/network moderation at least once every three years. Selected courses may, however, be moderated annually if local moderation identifies a concern or negative ākongā feedback indicates this step to rectify course issues.

The moderation process is intended to encourage a culture of continuous improvement. It is not intended to be solely a compliance exercise. To this end, constructive engagement between local teaching teams and the moderation panel is to be encouraged.

Upon completion of moderation, a report will be sent to the Programme Committee. The moderation report will, where appropriate, provide feedback, which may include a statement of any corrective action considered necessary to be taken collectively or at any specific delivery site. Kaiako will be required to report on the corrective actions undertaken to ensure the national standard is achieved the next time the course is offered. If the Programme Committee believes that any given delivery site has not achieved the national standard, they may require kaiako at that delivery site to submit additional assessment material for moderation.

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## 7. Te Whakaaetanga me te Uuitanga | Programme Acceptability and Consultation

*NZQA Approval Criterion 4: Acceptability of the programme and consultation*

### 7.1 Te Whakapānga mā roto i te Whanake Hōtaka | Socialisation during Programme Development

Kaiako at each Te Pūkenga network partner currently teaching on this programme or intending to do so were consulted during the process of programme development using a survey tool during July/August 2022. Feedback was requested on the draft curriculum regarding the following:

- any gaps or omissions in the alignment of the programme with the qualification requirements
- any unnecessary duplication
- the alignment between course learning outcomes and graduate profile outcomes
- whether the programme provides scope for regionalisation

Feedback was received, collated and discussed among the programme working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

The Workforce Development Council (WDC) relevant to the programme was consulted during the development process, with feedback requested on the draft curriculum. Feedback was discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

**Appendix 1: Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes**  
**Companion Animal Strand**

Course Code & Title		Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9
				Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care	Apply knowledge of canine health, welfare, husbandry, wellness, and housing design to manage their care in a training environment, and transport.	Apply knowledge of canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs.	Apply knowledge of interpersonal communication skills and canine learning theory, behaviour, and behavioural modification to provide instruction to clients on dog handling and training.	Manage variations to normal and abnormal, canine health and behaviour in a training environment.	Apply knowledge of health, welfare, husbandry, wellness, and housing design to manage the optimal care, and transport of companion animals.	Manage variations to normal and abnormal companion animal health and behaviour.
AN4002	Anatomy and Physiology	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare										
		LO1 Explain anatomy of a range of animals.	All LOs:		✓							
		LO2 Describe physiology of a range of animals.	Assessment portfolio (100%)		✓							
AN4122	Companion Animal Husbandry A	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry, transportation, and housing to ensure optimum welfare, health and safety of companion animals.										
		LO1 Explain husbandry needs for companion animal species/breeds.	All LOs:								✓	
		LO2 Describe safe companion animal transport.	Assessment portfolio (100%)								✓	
		LO3 Explain principles of responsible pet care.									✓	
AN4123	Companion Animal Husbandry B	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry, enrichment, breeding and first aid to ensure optimum welfare, health and safety of companion animals.										
		LO1 Explain husbandry management in temporary housing.	All LOs:								✓	
		LO2 Complete an environmental enrichment programme for companion animals.	Assessment portfolio (100%)								✓	✓
		LO3 Explain breeding management practices in companion animals.									✓	
		LO4 Perform basic first aid on a companion animal.									✓	✓
AN4124	Companion Animal Healthcare	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to companion animal health and preventative health care and treatment.										
		LO1 Describe healthcare including preventative healthcare measures.	All LOs:								✓	✓
		LO2 Describe safe low stress animal handling techniques for different animals and situations.	Assessment portfolio (100%)								✓	
		LO3 Perform a basic health check on a companion animal.									✓	✓
		LO4 Examine common and zoonotic diseases for a range of companion animals.									✓	✓
AN4125	Companion Animal Behaviour	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to animal behaviour to ensure the health, safety and welfare of people and animals.										
		LO1 Describe factors that influence animal behaviour.	All LOs:									✓
		LO2 Interpret animal behaviour to ensure the health, safety and welfare of people and animals.	Assessment portfolio (100%)									✓
		LO3 Discuss principles of learning and training including management of behaviour.										✓
		LO4 Explain the difference between abnormal and problem behaviour.										✓
AN4126	Companion Animal Welfare	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to animal welfare and legislation.										
		LO1 Discuss animal welfare and legislation relevant to companion animals.	All LOs:								✓	
		LO2 Evaluate the welfare status of companion animals against the five domains.	Assessment portfolio (100%)								✓	
AN4127	Companion Animal Work Experience A	Aim: The aim of this course is to develop the knowledge, skills, and competencies to communicate effectively and provide day-to-day care in animal facilities.										
		LO1 Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	All LOs:	✓	✓	✓					✓	✓
		LO2 Communicate effectively to develop interpersonal relationships.	Assessment portfolio (100%)			✓						
		LO3 Identify strategies to support wellbeing in the workplace.				✓						

Course Code & Title		Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9
					Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care	Apply knowledge of canine health, welfare, husbandry, wellness, and housing design to manage their care in a training environment, and transport.	Apply knowledge of canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs.	Apply knowledge of interpersonal communication skills and canine learning theory, behaviour, and behavioural modification to provide instruction to clients on dog handling and training.	Manage variations to normal and abnormal, canine health and behaviour in a training environment.	Apply knowledge of health, welfare, husbandry, wellness, and housing design to manage the optimal care, and transport of companion animals.	Manage variations to normal and abnormal companion animal health and behaviour.
AN4128	Companion Animal Work Experience B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide ethical day-to-day care as a team member in an animal facility.										
		LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	All LOs: Assessment portfolio (100%)	√	√	√					√	√
		LO2	Describe ethical behaviour in an animal facility.		√		√						
		LO3	Reflect on own development of interpersonal relationships within a team.				√						
<b>Canine Behaviour and Training Strand</b>													
AN4502	Canine Training A	Aim:	The aim of this course is to plan and apply practical canine training skills through effective communication while maintaining optimum animal welfare.										
		LO1	Demonstrate effective and humane training skills with canines.	All LOs: Assessment portfolio (100%)					√		√		
		LO2	Plan a canine training programme informed by learning theory.						√		√		
AN4503	Canine Training B	Aim:	The aim of this course is to plan and apply practical canine training and coaching skills through effective communication while maintaining optimum animal welfare.										
		LO1	Complete a canine training programme informed by learning theory.	All LOs: Assessment portfolio (100%)					√		√		
		LO2	Demonstrate effective coaching skills when working with canine handlers.							√			
AN4504	The Science of Learning	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to humane behavioural modification and management in canines.										
		LO1	Explain the principles and processes of canine learning.	All LOs: Assessment portfolio (100%)					√				
		LO2	Describe humane behavioural modification and management practices for problematic canine behaviour.						√	√	√		
AN4505	Canine Health and Husbandry	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry and handling to ensure optimum welfare, health and safety.										
		LO1	Explain husbandry needs for canines including basic health care measures.	All LOs: Assessment portfolio (100%)				√					
		LO2	Perform a health check on a canine using low stress handling techniques.					√					
		LO3	Discuss safe transport and housing design to ensure canine welfare.		√			√					
AN4506	Canine Development and Behaviour	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to canine behaviour and the canine-human relationship.										
		LO1	Examine the relationship between humans and canines.	All LOs: Assessment portfolio (100%)					√	√			
		LO2	Describe the factors that influence canine behaviour.						√				
		LO3	Interpret canine behaviour.						√		√		
AN4507	Canine Behaviour and Training Work Experience A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to communicate effectively and provide day-to-day care in animal facilities.										
		LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	All LOs: Assessment portfolio (100%)	√	√		√	√		√		
		LO2	Communicate effectively to develop interpersonal relationships.				√						

Course Code & Title		Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9
				Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care	Apply knowledge of canine health, welfare, husbandry, wellness, and housing design to manage their care in a training environment, and transport.	Apply knowledge of canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs.	Apply knowledge of interpersonal communication skills and canine learning theory, behaviour, and behavioural modification to provide instruction to clients on dog handling and training.	Manage variations to normal and abnormal, canine health and behaviour in a training environment.	Apply knowledge of health, welfare, husbandry, wellness, and housing design to manage the optimal care, and transport of companion animals.	Manage variations to normal and abnormal companion animal health and behaviour.
AN4508 Canine Behaviour and Training Work Experience B	LO3	Identify strategies to support wellbeing in the workplace.				√						
	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide ethical day-to-day care as a team member in an animal facility.										
	LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	All LOs: Assessment portfolio (100%)	√	√		√	√		√		
	LO2	Describe ethical behaviour in an animal facility.		√		√						
	LO3	Reflect on own development of interpersonal relationships within a team.				√						

## Fish, Amphibians and Reptiles Strand

			Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care.	Apply knowledge of fish, reptiles and amphibian health, welfare, husbandry, and housing design to manage their optimal care and transport.	Manage variations to normal and abnormal health and behaviour in fish, reptiles, and amphibians.	Apply global zoo industry frameworks and concepts of conservation and objectives to all aspects of zookeeping.	Maintain animal, human, and environmental safety in a zookeeping environment or facility.	Maintain an optimal welfare state for animals in a zookeeping environment or facility.	Manage variations to normal and abnormal animal health and behaviour in a zookeeping environment or facility.
Course Code & Title	Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 10	GPO 11	GPO 16	GPO 17	GPO 18	GPO 19
AN4002 Anatomy and Physiology	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare										
	LO1 Explain anatomy of a range of animals.	All LOs: Portfolio of evidence (100%)		√							
	LO2 Describe physiology of a range of animals.			√							
AN4802 Fish, Amphibians and Reptiles Husbandry A	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry in permanent and temporary housing and during transport to ensure optimum welfare, health and safety of fish, amphibians and reptiles.										
	LO1 Discuss safe working practices to ensure health and welfare.	All LOs: Portfolio of evidence (100%)	√			√					
	LO2 Explain housing and husbandry needs for fish, amphibians and reptiles.					√					
	LO3 Describe safe fish, amphibian and reptile transport.					√					
AN4803 Fish, Amphibians and Reptiles Husbandry B	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry management in temporary housing, enrichment, breeding management and first aid to ensure optimum welfare, health and safety of fish, amphibians, and reptiles.										
	LO1 Explain housing and husbandry management in temporary housing.	All LOs: Portfolio of evidence (100%)				√					
	LO2 Explain breeding management practices for fish, amphibians, and reptiles.					√					
	LO3 Perform basic first aid appropriate for fish, amphibians, and reptiles.					√	√				
AN4804 Fish, Amphibians and Reptiles Healthcare	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to fish, amphibian, reptile health and preventative health care and treatment.										
	LO1 Explain basic fish, amphibian and reptile-specific anatomy and physiology.	All LOs: Portfolio of evidence (100%)		√		√					
	LO2 Describe healthcare including preventative healthcare measures.			√			√				
	LO3 Perform a basic health check for fish, amphibians and reptiles.			√		√					
	LO4 Examine common and zoonotic diseases for a range of fish, amphibians and reptiles.					√	√				
AN4805 Fish, Amphibians and Reptiles Behaviour	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to fish, amphibian and reptile behaviour to ensure the health, safety and welfare of people and animals.										
	LO1 Discuss basic principles of learning and training including management of behaviour.	All LOs: Portfolio of evidence (100%)					√				
	LO2 Interpret animal behaviour to ensure the health, safety and welfare of people and animals.					√	√				
	LO3 Complete an enrichment programme for a fish or amphibian or reptile.					√	√				
AN4806 Fish, Amphibians and Reptiles Welfare	Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to fish, amphibian and reptile welfare and legislation.										
	LO1 Discuss animal welfare and legislation relevant to fish, amphibians, and reptiles.	All LOs: Portfolio of evidence (100%)	√			√	√				
	LO2 Evaluate the welfare status of fish, amphibians, and reptiles against the five domains.					√	√				
	LO3 Explain principles of responsible pet care.		√			√					
AN4807 Fish, Amphibians and Reptiles Work Experience A	Aim: The aim of this course is to develop the knowledge, skills, and competencies to work professionally in a safe and sustainable manner, whilst providing optimal day-to-day care in animal facilities.										

Course Code & Title		Course Aim & Outcomes	Assessment	Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care.	Apply knowledge of fish, reptiles and amphibian health, welfare, husbandry, and housing design to manage their optimal care and transport.	Manage variations to normal and abnormal health and behaviour in fish, reptiles, and amphibians.	Apply global zoo industry frameworks and concepts of conservation and objectives to all aspects of zookeeping.	Maintain animal, human, and environmental safety in a zookeeping environment or facility.	Maintain an optimal welfare state for animals in a zookeeping environment or facility.	Manage variations to normal and abnormal animal health and behaviour in a zookeeping environment or facility.
				GPO 1	GPO 2	GPO 3	GPO 10	GPO 11	GPO 16	GPO 17	GPO 18	GPO 19
AN4808 Fish, Amphibians and Reptiles Work Experience B	LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for fish, amphibians, and reptiles.	All LOs: Portfolio of evidence (100%)	√	√	√	√	√				
	LO2	Communicate effectively to develop interpersonal relationships.		√		√						
	LO3	Identify strategies to support wellbeing in the workplace				√						
		Aim: The aim of this course is to develop the knowledge, skills, and competencies to manage personal wellbeing and professional development in the workplace.										
	LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	All LOs: Portfolio of evidence (100%)	√	√	√	√	√				
	LO2	Describe ethical behaviour in an animal facility		√		√						
LO3	Reflect on own development of interpersonal relationships within a team.				√							
<b>Zookeeping Strand</b>												
AN4902 Biodiversity and Conservation		Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to biodiversity management and conservation within a zoo industry context.										
	LO1	Describe biodiversity and the loss of biodiversity in a local and global context.	All LOs: Portfolio of evidence (100%)						√			
	LO2	Explore zoos' approaches to species and ecosystem conservation to prevent biodiversity loss.							√			
AN4903 Zoo Animal Husbandry		Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to animal management, transportation, and housing to ensure optimum outcomes for animals, staff and visitors.										
	LO1	Explain monitoring and maintenance of animal health relevant to zookeeping.	All LOs: Portfolio of evidence (100%)							√		
	LO2	Describe safe and hygienic enclosure design and maintenance.							√			
	LO3	Discuss safe capture, restraint and transport of zoo animals.							√			
	LO4	Explain nutrition and feeding management of zoo animals.										√
AN4904 Zoo Animal Welfare and Behaviour		Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to the welfare and behaviour of zoo animals.										
	LO1	Identify the behavioural needs of zoo animals to optimise animal welfare.	All LOs: Portfolio of evidence (100%)									√
	LO2	Assess animal welfare against the five domains.								√		
	LO3	Evaluate the use of enrichment and training to optimise welfare for zoo animals.										√
AN4905 Zoo Industry		Aim: The aim of this course is to develop the knowledge, skills and competencies relevant to the operational requirements of zoos and the education of zoo visitors.										
	LO1	Explain the evolution of zoos and zookeepers.	All LOs: Portfolio of evidence (100%)						√			
	LO2	Discuss ethical and global influences on zoo practices.							√			
	LO3	Discuss the organisational and regulatory requirements for zoo operations.		√					√			
AN4906 Introduction to Professional Skills and Competencies		Aim: The aim of this course is to develop the knowledge, skills and competencies to manage personal wellbeing and professional development in the workplace.										
	LO1	Discuss the application of health and safety policies and procedures.	All LOs: Portfolio of evidence (100%)	√								
	LO2	Reflect on personal and professional skills and competencies required for working in a team.		√		√						
	LO3	Discuss strategies to support wellbeing in the workplace.				√						

Course Code & Title		Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 10	GPO 11	GPO 16	GPO 17	GPO 18	GPO 19
AN4907 Zookeeping Industry Work Experience		Aim: The aim of this course is to develop the knowledge, skills, and competencies to work professionally in a safe and sustainable manner, whilst providing optimal day-to-day care to animals in a zoo facility.										
	LO1	Provide safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	All LOs: Portfolio of evidence (100%)							√		√
	LO2	Demonstrate interpersonal relationships and developing leadership within a team.				√						

Implement regulatory and compliance requirements for animal care and welfare.

Apply knowledge of anatomy and physiology to relevant aspects of animal management.

Manage interpersonal relationships and ethical behaviour in the provision of animal care.

Apply knowledge of fish, reptiles and amphibian health, welfare, husbandry, and housing design to manage their optimal care and transport.

Manage variations to normal and abnormal health and behaviour in fish, reptiles, and amphibians.

Apply global zoo industry frameworks and concepts of conservation and objectives to all aspects of zookeeping.

Maintain animal, human, and environmental safety in a zookeeping environment or facility.

Maintain an optimal welfare state for animals in a zookeeping environment or facility.

Manage variations to normal and abnormal animal health and behaviour in a zookeeping environment or facility.



## Appendix 2: Akoranga | Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### Core course (All Strands)

ANATOMY AND PHYSIOLOGY					
Course code:	AN4002	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)			Compulsory	
Strands:	All				
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain anatomy of a range of animals.	GPO 2
2.	Describe physiology of a range of animals.	GPO 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Structure of cells and tissues including epithelial, connective, muscle and nervous tissues Structure of a range of systems, such as: skeletal integumentary digestive respiratory cardiovascular and immune reproductive urinary Nervous special senses endocrine
LO2	<ul style="list-style-type: none"> <li>Function of cells, including organelles: Transport of substances into and out of cells Fluids and fluid balance</li> <li>Function of tissues including: Epithelial Connective Muscle Nervous tissues</li> <li>Function of a range of systems, including: skeletal integumentary</li> </ul>

digestive  
respiratory  
cardiovascular and immune  
reproductive  
urinary  
nervous  
special senses  
endocrine

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Companion Animal Strand Courses

COMPANION ANIMAL HUSBANDRY A					
Course code:	AN4122	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Companion Animals			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry, transportation, and housing to ensure optimum welfare, health and safety of companion animals.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Explain husbandry needs for companion animal species/breeds.	GPO 8
2.	Describe safe companion animal transport.	GPO 8
3.	Explain principles of responsible pet care.	GPO 8

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Welfare Codes of Welfare Welfare provisions Minimum standards of husbandry Recommendations for optimal husbandry Permanent housing Welfare concerns Design Maintenance Hygiene Safe cleaning practices Zoonoses Nutrition Nutrients Species and life stage appropriate nutrition Feeding regimes Introduction to enrichment Species and life stage appropriate exercise Introduction to Breeding (Preventative health and handling covered in healthcare)
LO2	<ul style="list-style-type: none"> <li>• Transport welfare concerns</li> <li>• Codes of Welfare                             <ul style="list-style-type: none"> <li>○ Minimum standards for safe transport</li> <li>○ Recommendations for safe transport</li> </ul> </li> <li>• Transport welfare provisions</li> </ul>
LO3	Animal ID Animal choice Provision of healthcare Recognition of ill-health

Provision of the five freedoms and domains  
 Disaster preparedness  
 Legislation and local bylaws  
 Effective communication with pet owners/guardians

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**COMPANION ANIMAL HUSBANDRY B**

Course code:	AN4123	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Companion Animals	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry, enrichment, breeding and first aid to ensure optimum welfare, health and safety of companion animals.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Explain husbandry management in temporary housing.	GPO 8
2.	Complete an environmental enrichment programme for companion animals.	GPO 8, 9
3.	Explain breeding management practices in companion animals.	GPO 8
4.	Perform basic first aid on a companion animal.	GPO 8, 9

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Codes of Welfare for Temporary Housing Welfare provisions Minimum standards of husbandry Recommendations for optimal husbandry Temporary housing Responsibilities & competencies Design, construction & maintenance Environmental conditions (temperature, lighting, air quality) Hygiene Prevention of diseases spread Isolation & quarantine Contingency planning Health Assessment on Admission General Health within the facility Providing exercise opportunities Nutrition Feeding regime management in temporary housing Providing for behavioural needs
LO2	<ul style="list-style-type: none"> <li>• Types of enrichment</li> <li>• Enrichment selection, taking in to account species, welfare and health and safety</li> <li>• Application and evaluation of the success of enrichment</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Basic breeding genetics</li> <li>• Management of breeding</li> </ul>
LO4	<ul style="list-style-type: none"> <li>• First Aid</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai|Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako|Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**COMPANION ANIMAL HEALTHCARE**

Course code:	AN4124	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Companion Animals	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to companion animal health and preventative health care and treatment.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Describe healthcare including preventative healthcare measures.	GPO 8, 9
2.	Describe safe low stress animal handling techniques for different animals and situations.	GPO 8
3.	Perform a basic health check on a companion animal.	GPO 8, 9
4.	Examine common and zoonotic diseases for a range of companion animals.	GPO 8, 9

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Desexing Parasites: Endo and ecto parasites Parasite control Indicators of health status in different animal groups Vaccinations: Schedules Interaction with the immune system Basic grooming for health Record keeping and monitoring Management of common medical conditions of companion animals Administration and use of treatments and medications • Introduction to euthanasia methods and pet services
LO2	• Techniques for low-stress handling and restraint of different species/breeds Identification of different species/breeds
LO3	• Risks of working with animals Safety equipment Assessing body language Safe approach and handling • Low stress restraint techniques • Preliminary health assessments Gather history Distance exam Nose to tail physical check
LO4	Common and zoonotic diseases: Effects caused by pathogens and parasites Clinical signs, treatments and prevention

Routes of transmission, control and management  
 Quarantine and isolation protocols  
 Nutritional, endocrine and metabolic disorders  
 Production, monitoring and recording of species and individual health and hygiene plans  
 Administration of basic animal treatments

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course



**COMPANION ANIMAL BEHAVIOUR**

Course code:	AN4125	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Companion Animals	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to animal behaviour to ensure the health, safety and welfare of people and animals.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Describe factors that influence animal behaviour.	GPO 9
2.	Interpret animal behaviour to ensure the health, safety and welfare of people and animals.	GPO 9
3.	Discuss principles of learning and training including management of behaviour.	GPO 9
4.	Explain the difference between abnormal and problem behaviour.	GPO 9

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Domestication Selective breeding Genetics Environment Current situation Nature/nurture Health
LO2	<ul style="list-style-type: none"> <li>• Interpreting behaviour and body language                             <ul style="list-style-type: none"> <li>Consent testing</li> <li>Health and safety of people and animals</li> </ul> </li> <li>• Techniques to minimise stress with routine care and veterinary visits                             <ul style="list-style-type: none"> <li>Co-operative care</li> <li>Low stress handling</li> </ul> </li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Associative learning</li> <li>• Non-associative learning</li> <li>• Basic reward-based training                             <ul style="list-style-type: none"> <li>Selecting effective reinforcers</li> <li>Markers and timing</li> <li>Motivation</li> <li>Luring</li> <li>Shaping</li> </ul> </li> <li>• Management of behaviour                             <ul style="list-style-type: none"> <li>Prevention of problem behaviour</li> <li>Antecedent arrangement</li> <li>Providing outlets for normal behaviour</li> </ul> </li> <li>• LIMA and Humane hierarchy of behaviour change</li> </ul>
LO4	<ul style="list-style-type: none"> <li>• Normal versus abnormal behaviour</li> <li>• How behaviour effects the welfare of animals</li> </ul>

- OCD type behaviours
- Self-mutilation
- Problem behaviours
- Importance of animal history collection and veterinary health check

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**COMPANION ANIMAL WELFARE**

<i>Course code:</i>	AN4126	<i>Level:</i>	4	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Certificate in Animal Management (Level 4)				
<i>Strand:</i>	Companion Animals	Compulsory			
<i>Requisites:</i>					
<i>Other Programmes:</i>	Compulsory/Elective				
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to animal welfare and legislation.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Discuss animal welfare and legislation relevant to companion animals.	GPO 8
2.	Evaluate the welfare status of companion animals against the five domains.	GPO 8

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Welfare vs. Ethics. vs. Animal Rights Human-animal connection New Zealand Animal Welfare System: The Animal Welfare Act Codes of Welfare Regulations Companion animal specific legislation One Health
LO2	<ul style="list-style-type: none"> <li>Five Domains framework as companion animal welfare assessment tool</li> <li>Methods of assessing welfare and their limitations</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

**Aromatawai | Assessment**

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

**Ngā Rauemi Ako | Learning Resources**

All required and recommended resource are provided to ākonga via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**COMPANION ANIMAL WORK EXPERIENCE A**

Course code:	AN4127	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Companion Animals	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Course Specific Requirements**

Ākonga are required to complete 120 hours of work placement in at least two different companion animal care facilities that enable a balance of application of theoretical knowledge and practical skills. 60 hours are required in Companion Animal Work Experience A. 60 hours are required in Companion Animal Work Experience B

Work placement needs to cover dogs, cats plus at least one other companion animal  
 Camera/smart phone is required to capture evidence for the portfolio

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies to communicate effectively and provide day-to-day care in animal facilities.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	GPO 1, 2, 3, 8, 9
2.	Communicate effectively to develop interpersonal relationships.	GPO 3
3.	Identify strategies to support wellbeing in the workplace.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation
LO2	Personal ethics & ethical behaviour Career skills: Time-management Self-representation Applying and interviewing for employment Professional development Life-long learning Self-reflection Personal Communication: Listening, speaking, non-verbal, written & digital literacy Academic writing and referencing Effective use of social media Professional communication: Internal business communication Networking Customer service Socio-cultural identities Marketing Pet ownership and education

- LO3
- Personal and team wellbeing
  - Recognition and management of grief and compassion fatigue in self & others:
  - Stages of grief
  - Self-awareness and self-help
  - Emotional response to euthanasia
  - Resilience
  - Support mechanisms/services (industry/local/national)
  - Wellbeing frameworks (including Te Whare Tapa Whā)

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**COMPANION ANIMAL WORK EXPERIENCE B**

<i>Course code:</i>	AN4128	<i>Level:</i>	4	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Certificate in Animal Management (Level 4)				
<i>Strand:</i>	Companion Animals	Compulsory			
<i>Requisites:</i>	Pre: AN4127 Companion Animal Work Experience A				
<i>Other Programmes:</i>					Compulsory/Elective
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Course Specific Requirements**

Students are required to complete 120 hours of work placement in at least two different companion animal care facilities that enable a balance of application of theoretical knowledge and practical skills. 60 hours are required in Companion Animal Work Experience A. 60 hours are required in Companion Animal Work Experience B

Work placement needs to cover dogs, cats plus at least one other companion animal  
 Camera/smart phone is required to capture evidence for the portfolio

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies to provide ethical day-to-day care as a team member in an animal facility.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	GPO 1, 2, 3, 8, 9
2.	Describe ethical behaviour in an animal facility.	GPO 1, 3
3.	Reflect on own development of interpersonal relationships within a team.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation
LO2	Personal ethics & ethical behaviour
LO3	<ul style="list-style-type: none"> <li>● Career skills:                             <ul style="list-style-type: none"> <li>○ Time-management</li> <li>○ Self-representation</li> <li>○ Applying and interviewing for employment</li> <li>○ Professional development</li> <li>○ Life-long learning</li> <li>○ Self-reflection</li> </ul> </li> <li>● Personal Communication:                             <ul style="list-style-type: none"> <li>○ Listening, speaking, non-verbal, written &amp; digital literacy</li> <li>○ Academic writing and referencing</li> <li>○ Effective use of social media</li> </ul> </li> <li>● Teamwork skills:                             <ul style="list-style-type: none"> <li>○ Trust and collaboration</li> <li>○ Communication competence</li> <li>○ Social and cultural awareness/responsiveness</li> <li>○ Relationship building</li> </ul> </li> <li>● Professional communication:                             <ul style="list-style-type: none"> <li>○ Internal business communication</li> </ul> </li> </ul>

- Networking
- Customer service
- Socio-cultural identities
- Marketing
- Pet ownership and education
  - Business skills
- Empowering others
- Empowering self
- Reflective practice

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course



## Canine Behaviour and Training Strand Courses

CANINE TRAINING A					
Course code:	AN4502	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		15	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to plan and apply practical canine training skills through effective communication while maintaining optimum animal welfare.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate effective and humane training skills with canines.	GPO 5, 7
2.	Plan a canine training programme informed by learning theory.	GPO 5, 7

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Handler mechanics Communication system through body language and cues Leash and long line handling techniques Selection of reinforcers Effective delivery and placement of reinforcers Use of markers Timing Play skills and engagement with dog Use of toys, food and body movement Adjusting play techniques for different dogs Management of dog in the training environment Awareness of dog's body language and emotional state
LO2	<ul style="list-style-type: none"> <li>Plan training sessions</li> <li>Reward-based training methods (shaping, capturing, luring) to teach basic skills</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.		
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Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CANINE TRAINING B					
Course code:	AN4503	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training			Compulsory	
Requisites:	Pre: AN4502 Canine Training A				
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: 150 A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to plan and apply practical canine training and coaching skills through effective communication while maintaining optimum animal welfare.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/  
Professional Standards

1.	Complete a canine training programme informed by learning theory.	GPO 5, 7
2.	Demonstrate effective coaching skills when working with canine handlers.	GPO 6

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Reward-based training methods (shaping, capturing, luring) to teach a range of specific skills</li> <li>Evaluate and modify training sessions</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Practical coaching skills that allow for a range of learning styles</li> <li>Client coaching in a variety of training situations</li> <li>Provide accessibility for all clients</li> <li>Coaching for a diverse range of canine handlers</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**THE SCIENCE OF LEARNING**

Course code:	AN4504	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to humane behavioural modification and management in canines.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain the principles and processes of canine learning.	GPO 5
2.	Describe humane behavioural modification and management practices for problematic canine behaviour.	GPO 5, 6, 7

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Classical conditioning Desensitisation Habituation and sensitisation Operant conditioning Cognitive processes
LO2	<ul style="list-style-type: none"> <li>• Abnormal behaviour vs. Problem behaviour</li> <li>• Functional behaviour assessments</li> <li>• Techniques to address problematic behaviour                             <ul style="list-style-type: none"> <li>o Behaviour modification plans</li> <li>o Common protocols</li> </ul> </li> <li>• Behaviour management</li> <li>• Welfare considerations of training methods and tools</li> <li>• Ethical frameworks for behaviour change;</li> </ul> LIMA Humane Hierarchy Outlets for breed specific behaviours

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

**Aromatawai | Assessment**

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.		
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Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**CANINE HEALTH AND HUSBANDRY**

Course code:	AN4505	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry and handling to ensure optimum welfare, health and safety.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Explain husbandry needs for canines including basic health care measures.	GPO 4
2.	Perform a health check on a canine using low stress handling techniques.	GPO 4
3.	Discuss safe transport and housing design to ensure canine welfare.	GPO 1, 4

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Nutrition Feeding regimes across life stages/breeds Breeding Desexing Effects on health and behaviour Function and structure of canine sensory systems Visual, hearing and olfactory senses Canine specific enrichment Exercise across life stages/breeds Breed identification Preventative health care Basic first aid New Zealand animal welfare legislation specific to canines The Animal Welfare Act Codes of Welfare Regulations Dog Control Act Local bylaws Five domains framework Five Freedoms
LO2	<ul style="list-style-type: none"> <li>• Risks of working with canines                             <ul style="list-style-type: none"> <li>○ Safety equipment</li> <li>○ Assessing body language</li> <li>○ Safe approach and handling</li> </ul> </li> <li>• Co-operative care and consent-based husbandry approaches</li> <li>• Low stress restraint techniques</li> <li>• Preliminary health assessments                             <ul style="list-style-type: none"> <li>○ Gather history</li> <li>○ Distance exam</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Nose to tail physical check</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Design and maintenance of temporary housing facilities</li> <li>• Appropriate transport of canines</li> <li>• Hygiene, cleaning protocols and basic disease prevention</li> <li>• Quarantine and isolation protocols</li> <li>• Emergency planning</li> </ul>

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**CANINE DEVELOPMENT AND BEHAVIOUR**

Course code:	AN4506	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to canine behaviour and the canine-human relationship.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Examine the relationship between humans and canines.	GPO 5, 6
2.	Describe the factors that influence canine behaviour.	GPO 5
3.	Interpret canine behaviour.	GPO 5, 7

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Canine evolution Domestication process Development and history of the human-canine bond
LO2	<ul style="list-style-type: none"> <li>• Developmental stages                         <ul style="list-style-type: none"> <li>○ Birth to geriatric</li> </ul> </li> <li>• Influences on canine behaviour                         <ul style="list-style-type: none"> <li>○ Genetics</li> <li>○ Environment</li> <li>○ Domestication</li> <li>○ Health</li> <li>○ Breed and individual differences</li> <li>○ Early learning</li> <li>○ Artificial and natural selection</li> </ul> </li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Canine social behaviour                         <ul style="list-style-type: none"> <li>○ Range of normal behaviour displayed during communication</li> </ul> </li> <li>• Observation and interpretation of canine behaviour</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

**Aromatawai | Assessment**

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All



Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.		
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Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CANINE BEHAVIOUR AND TRAINING WORK EXPERIENCE A					
Course code:	AN4507	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training			Compulsory	
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Course Specific Requirements**

Ākonga are required to complete 60 hours of work placement in a suitable canine training environment that enables a balance of application of theoretical knowledge and practical skills.

A suitable canine training practicum environment may include but is not limited to – puppy preschool, group classes, one on one consultations, or any situation where the environment includes canine care in addition to training, or training and behaviour services.

Camera/smart phone is required to capture evidence for the portfolio

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies to communicate effectively and provide day-to-day care in animal facilities.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	GPO 1, 2, 4, 5, 7
2.	Communicate effectively to develop interpersonal relationships.	GPO 3
3.	Identify strategies to support wellbeing in the workplace.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation Ethics & ethical behaviour
LO2	Personal ethics & ethical behaviour Career skills: Time-management Self-representation Applying and interviewing for employment Professional development Life-long learning Self-reflection Personal Communication: Listening, speaking, non-verbal, written & digital literacy Academic writing and referencing Effective use of social media Professional communication: Internal business communication Networking Customer service Socio-cultural identities Marketing

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Pet ownership and education

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- LO3
- Personal and team wellbeing
    - Recognition and management of grief and compassion fatigue in self & others:
    - Stages of grief
    - Self-awareness and self-help
    - Emotional response to euthanasia
    - Resilience
    - Support mechanisms/services (industry/local/national)
    - Wellbeing frameworks (including Te Whare Tapa Whā)
- 

***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**CANINE BEHAVIOUR AND TRAINING WORK EXPERIENCE B**

Course code:	AN4508	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Canine Behaviour and Training	Compulsory			
Requisites:	Pre: AN4507 – Canine Behaviour and Training Work Experience A				
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Course Specific Requirements**

Ākonga are required to complete 60 hours of work placement in a suitable canine training environment that enables a balance of application of theoretical knowledge and practical skills.

A suitable canine training practicum environment may include but is not limited to – puppy preschool, group classes, one on one consultations, or any situation where the environment includes canine care in addition to training, or training and behaviour services.

Camera/smart phone is required to capture evidence for the portfolio

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies to provide ethical day-to-day care as a team member in an animal facility.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	GPO 1, 2, 4, 5, 7
2.	Describe ethical behaviour in an animal facility.	GPO 1, 3
3.	Reflect on own development of interpersonal relationships within a team.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation
LO2	Personal ethics & ethical behaviour
LO3	Career skills: Time-management Self-representation Applying and interviewing for employment Professional development Life-long learning Self-reflection Personal Communication: Listening, speaking, non-verbal, written & digital literacy Academic writing and referencing Effective use of social media Teamwork skills: Trust and collaboration Communication competence Social and cultural awareness/responsiveness Relationship building Professional communication: Internal business communication

Networking  
 Customer service  
 Socio-cultural identities  
 Marketing  
 Pet ownership and education  
 Business skills  
 Supervising teams and people  
 Business skills  
 Empowering others  
 Empowering self  
 Reflective practice

## ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

## ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

## ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## Fish, Amphibians and Reptiles Strand Courses

### FISH, AMPHIBIANS AND REPTILES HUSBANDRY A

Course code:	AN4802	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Fish, Amphibian and Reptiles	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

#### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry in permanent and temporary housing and during transport to ensure optimum welfare, health and safety of fish, amphibians and reptiles.

#### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Discuss safe working practices to ensure health and welfare.	GPO 1, 10
2.	Explain housing and husbandry needs for fish, amphibians and reptiles.	GPO 10
3.	Describe safe fish, amphibian and reptile transport.	GPO 10

#### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Classification, characteristics and species identification of common fish, amphibians and reptiles Safe working practices with fish, amphibians and reptiles Risks & hazards working with fish, amphibians and reptiles Safe low-stress handling techniques Safe hygiene and cleaning practices
LO2	<ul style="list-style-type: none"> <li>• Housing                         <ul style="list-style-type: none"> <li>○ Species appropriate safe housing and housing components</li> <li>○ Environmental conditions and controls</li> <li>○ Social environment</li> <li>○ Welfare concerns relating to housing</li> </ul> </li> <li>• Husbandry</li> <li>• Nutrition                         <ul style="list-style-type: none"> <li>○ Nutrients</li> <li>○ Species-, life stage-, and seasonally appropriate nutrition</li> <li>○ Feeding regimes</li> <li>○ Feeding problems</li> <li>○ Food Storage</li> </ul> </li> <li>• Introduction to enrichment Species-appropriate exercise</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Welfare concerns during transport</li> <li>• Appropriate transport features</li> </ul>

#### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

#### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**FISH, AMPHIBIANS AND REPTILES HUSBANDRY B**

Course code:	AN4803	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Fish, Amphibian and Reptiles	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry management in temporary housing, enrichment, breeding management and first aid to ensure optimum welfare, health and safety of fish, amphibians, and reptiles.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain housing and husbandry management in temporary housing.	GPO 10
2.	Explain breeding management practices for fish, amphibians, and reptiles.	GPO 10
3.	Perform basic first aid appropriate for fish, amphibians, and reptiles.	GPO 10, 11

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Codes of Welfare for Temporary Housing Welfare provisions, minimum standards and recommendations Responsibilities and competencies Design, construction and maintenance Suitability and safety of materials used Environmental conditions and controls Prevention of disease spread Contingency planning Health General health management in the facility Individual health and hygiene planning Nutrition Food stuff management Feeding regime management Providing for behavioural needs
LO2	<ul style="list-style-type: none"> <li>• Reproduction and basic breeding genetics</li> <li>• Management of breeding                         <ul style="list-style-type: none"> <li>○ Gender identification, selection for and triggering of breeding</li> <li>○ Live bearing versus egg laying</li> <li>○ Neonatal care</li> <li>○ CITES, national &amp; international law relating to breeding</li> </ul> </li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Safe first aid and emergency response</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

**Aromatawai | Assessment**



Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**FISH, AMPHIBIANS AND REPTILES HEALTHCARE**

Course code:	AN4804	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Fish, Amphibian and Reptiles	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies relevant to fish, amphibian, reptile health and preventative health care and treatment.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain basic fish, amphibian and reptile-specific anatomy and physiology.	GPO 2, 10
2.	Describe healthcare including preventative healthcare measures.	GPO 2, 11
3.	Perform a basic health check for fish, amphibians and reptiles.	GPO 2, 10
4.	Examine common and zoonotic diseases for a range of fish, amphibians and reptiles.	GPO 10, 11

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Species-specific anatomy Skins, scales, scutes and colouration Ectothermal regulation Respiration and metabolism Digestion Senses Locomotion Reproduction
LO2	<ul style="list-style-type: none"> <li>• Indicators of health status</li> <li>• Common causes of ill health</li> <li>• Methods of disease prevention and management of common medical conditions in fish, amphibians and reptiles                             <ul style="list-style-type: none"> <li>○ Basic disease prevention</li> <li>○ Hygiene, isolation and quarantine</li> <li>○ Parasite control</li> <li>○ Vaccinations (fish only)</li> <li>○ Administration and use of treatments and medications</li> <li>○ Sources of specialist healthcare advice</li> </ul> </li> </ul> Appropriate euthanasia methods for fish, amphibians and reptiles
LO3	<ul style="list-style-type: none"> <li>• Basic Health Checks                             <ul style="list-style-type: none"> <li>○ Distance exam (all species)</li> <li>○ Physical nose to tail (reptiles only)</li> </ul> </li> </ul>
LO4	<ul style="list-style-type: none"> <li>• Clinical signs, treatments and prevention of common and zoonotic diseases</li> <li>• Routes of transmission</li> <li>• Nutritional, endocrine and metabolic disorders</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai*** | ***Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako*** | ***Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**FISH, AMPHIBIANS AND REPTILES BEHAVIOUR**

Course code:	AN4805	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Fish, Amphibian and Reptiles	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to fish, amphibian and reptile behaviour to ensure the health, safety and welfare of people and animals.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Discuss basic principles of learning and training including management of behaviour.	GPO 11
2.	Interpret animal behaviour to ensure the health, safety and welfare of people and animals.	GPO 10, 11
3.	Complete an enrichment programme for a fish or amphibian or reptile.	GPO 10, 11

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Associative learning, non-associative learning and basic reward-based training Factors that influence behaviour Management of behaviour: providing for normal behaviour and prevention of problem behaviours
LO2	<ul style="list-style-type: none"> <li>Interpretation of normal behaviour and body language</li> <li>Recognition of problem behaviours</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Enrichment types</li> <li>Species-appropriate enrichment selection that ensures welfare, health and safety</li> <li>Application and evaluation of the success of enrichment</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

**Aromatawai | Assessment**

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

**Ngā Rauemi Ako | Learning Resources**

All required and recommended resource are provided to ākonga via course outlines.

Version Tracking:

# Unified Programme Socialisation Document



Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**FISH, AMPHIBIANS AND REPTILES WELFARE**

Course code:	AN4806	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Fish, Amphibian and Reptiles	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to fish, amphibian and reptile welfare and legislation.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Discuss animal welfare and legislation relevant to fish, amphibians, and reptiles.	GPO 1, 10, 11
2.	Evaluate the welfare status of fish, amphibians, and reptiles against the five domains.	GPO 10, 11
3.	Explain principles of responsible pet care.	GPO 1, 10

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Welfare vs. Ethics vs. Animal Rights Human-Animal Connection New Zealand Animal Welfare System Fish, amphibian and reptile specific legislation, incl. permits and CITES
LO2	<ul style="list-style-type: none"> <li>Welfare assessment methods and their limitations</li> <li>Five Domains framework as a welfare assessment tool for fish amphibians and reptiles</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Animal Identification</li> <li>Animal choice</li> <li>Provision of healthcare incl. recognition of ill-health</li> <li>Provision of the five freedoms and domains</li> <li>Disaster preparedness</li> <li>Legislation and local bylaws</li> <li>Effective communication with pet owners/guardians</li> </ul>

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

**Aromatawai | Assessment**

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.		
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Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**FISH, AMPHIBIANS AND REPTILES WORK EXPERIENCE A**

Course code:	AN4807	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Fish, Amphibian and Reptiles	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Course Specific Requirements:**

Students are required to complete at least 120 hours of work placement in fish, amphibian and reptile animal care facilities that enable a balance of application of theoretical knowledge and practical skills. It is strongly recommended that practicum hours are allocated as follows – 80 hours on fish and amphibians in an aquatic environment, and 40 hours on reptiles. 60 hours are required in Fish, Amphibian and Reptile Work Experience A. 60 hours are required in Fish, Amphibian and Reptile Work Experience B.

Practicum must take place in a suitable aquatic environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand.

A suitable aquatic practicum placement may be a pet shop or aquatic retail facility, breeding facility, zoo or public aquarium, conservation facility, quarantine facility, or animal shelter or rehabilitation facility that can provide all practicum hours with fish and amphibians.

A suitable reptile practicum is a pet shop or retail facility, breeding facility, zoo or public aquarium, conservation facility, quarantine facility, or animal shelter or rehabilitation facility that can provide all practicum hours with reptiles.

Camera/smart phone is required to capture evidence for the portfolio

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies to work professionally in a safe and sustainable manner, whilst providing optimal day-to-day care in animal facilities.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for fish, amphibians, and reptiles.	GPO 1, 2, 3, 10, 11
2.	Communicate effectively to develop interpersonal relationships.	GPO 1, 3
3.	Identify strategies to support wellbeing in the workplace.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation Day to day care
LO2	Ethics & ethical behaviour Career skills: Time-management Self-representation Applying and interviewing for employment Professional development Life-long learning Self-reflection Personal Communication: Listening, speaking, non-verbal, written & digital literacy



Academic writing and referencing  
 Effective use of social media  
 Professional communication:  
 Internal business communication  
 Networking  
 Customer service  
 Socio-cultural identities  
 Marketing  
 Pet ownership and education

- LO3
- Personal and team wellbeing
    - Recognition and management of grief and compassion fatigue in self & others:
    - Stages of grief
    - Self-awareness and self-help
    - Emotional response to euthanasia
    - Resilience
    - Support mechanisms/services (industry/local/national)
    - Wellbeing frameworks (including Te Whare Tapa Whā)

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**FISH, AMPHIBIANS AND REPTILES WORK EXPERIENCE B**

<i>Course code:</i>	AN4808	<i>Level:</i>	4	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Certificate in Animal Management (Level 4)				
<i>Strand:</i>	Fish, Amphibian and Reptiles	<i>Compulsory</i>			
<i>Requisites:</i>	Pre: AN4807 Fish, Amphibians and Reptiles Work Experience A				
<i>Other Programmes:</i>					<i>Compulsory/Elective</i>
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Course Specific Requirements:**

Students are required to complete at least 120 hours of work placement in fish, amphibian and reptile animal care facilities that enable a balance of application of theoretical knowledge and practical skills. It is strongly recommended that practicum hours are allocated as follows – 80 hours on fish and amphibians in an aquatic environment, and 40 hours on reptiles. 60 hours are required in Fish, Amphibian and Reptile Work Experience A. 60 hours are required in Fish, Amphibian and Reptile Work Experience B.

Practicum must take place in a suitable aquatic environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand.

A suitable aquatic practicum placement may be a pet shop or aquatic retail facility, breeding facility, zoo or public aquarium, conservation facility, quarantine facility, or animal shelter or rehabilitation facility that can provide all practicum hours with fish and amphibians.

A suitable reptile practicum is a pet shop or retail facility, breeding facility, zoo or public aquarium, conservation facility, quarantine facility, or animal shelter or rehabilitation facility that can provide all practicum hours with reptiles.

Camera/smart phone is required to capture evidence for the portfolio

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills, and competencies to manage personal wellbeing and professional development in the workplace.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	GPO 1, 2, 3, 10, 11
2.	Describe ethical behaviour in an animal facility	GPO 1, 3
3.	Reflect on own development of interpersonal relationships within a team.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation Day to day care
LO2	Ethics & ethical behaviour
LO3	Career skills: Time-management Self-representation Applying and interviewing for employment Professional development Life-long learning Self-reflection Personal Communication: Listening, speaking, non-verbal, written & digital literacy

Academic writing and referencing  
 Effective use of social media  
 Teamwork skills:  
 Trust and collaboration  
 Communication competence  
 Social and cultural awareness/responsiveness  
 Relationship building  
 Professional communication:  
 Internal business communication  
 Networking  
 Customer service  
 Socio-cultural identities  
 Marketing  
 Pet ownership and education  
 Business skills  
 Empowering others  
 Empowering self  
 Reflective practice

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**Zookeeping Strand Courses**

BIODIVERSITY AND CONSERVATION					
Course code:	AN4902	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Zookeeping	Compulsory			
Requisites:					
Other Programmes:	Compulsory/Elective				
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to biodiversity management and conservation within a zoo industry context.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Describe biodiversity and the loss of biodiversity in a local and global context.	GPO 12
2.	Explore zoos' approaches to species and ecosystem conservation to prevent biodiversity loss.	GPO 12

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	<ul style="list-style-type: none"> <li>Defining and measurements of Biodiversity</li> <li>Threat classification systems</li> <li>Reasons for Biodiversity loss</li> </ul> Relationship between indigenous cultures and endemic species.
LO2	<ul style="list-style-type: none"> <li>Zoo conservation strategies: National/Regional/Global.</li> <li>Captive breeding: National/Regional/Global.</li> <li>Integrated In-situ and ex-situ conservation practices</li> <li>Empowering action and social change for conservation:</li> <li>Consultation of tangata whenua in development of conservation frameworks within Aotearoa</li> </ul> Measuring success of conservation projects

**Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities**

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

**Aromatawai | Assessment**

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

**Ngā Rauemi Ako | Learning Resources**

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

ZOO ANIMAL HUSBANDRY					
Course code:	AN4903	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Zookeeping	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: 150 A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to animal management, transportation, and housing to ensure optimum outcomes for animals, staff and visitors.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain monitoring and maintenance of animal health relevant to zookeeping.	GPO 13
2.	Describe safe and hygienic enclosure design and maintenance.	GPO 13
3.	Discuss safe capture, restraint and transport of zoo animals.	GPO 13
4.	Explain nutrition and feeding management of zoo animals.	GPO 15

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Taxonomy and Animal Identification Isolation and quarantine protocols Monitor and maintain animal health Preventative Health Gathering Biodata Stress Indicators of health status in different animal groups, e.g. distance exam, BCS Health assessment, monitoring and recording Common & zoonotic diseases (transmission routes, control and management) Safe administration of medications & treatments Euthanasia and culling
LO2	Appropriate housing/enclosure/exhibit design and maintenance Enclosure, exhibit and barrier design types and principles Exhibit design considerations (needs of species, animals, keepers, visitors, safety & sustainability) Health and safety of enclosures, exhibits and barriers for animals, staff and visitors? Daily and periodic cleaning and maintenance Monitoring and recording of maintenance Use and care of exhibit maintenance tools and equipment Zoo horticulture Pest ID and control
LO3	Safe capture, restraint and transport techniques Safety equipment for capture, restraint and transport Safety procedures for capture, restraint and transport Immobilisation Trapping Animal access and containment security Species/taxa appropriate techniques for capture, restraint and transport • Capture and transport stress

LO4	Nutrition and feeding management Nutrients Feeding modes, digestive systems and behaviours Food storage and preparation Presentation of food incl. feeding by visitors Considerations for feeding captive diets (sociality, seasonal changes) Monitoring and recording of feeding <ul style="list-style-type: none"> <li>• Hand-rearing and nutrition</li> </ul>
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### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

**ZOO ANIMAL WELFARE AND BEHAVIOUR**

Course code:	AN4904	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Zookeeping	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: 150 A detailed breakdown of the learning hours for this course is located in delivery course documents			

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies relevant to the welfare and behaviour of zoo animals.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Identify the behavioural needs of zoo animals to optimise animal welfare.	GPO 15
2.	Assess animal welfare against the five domains.	GPO 14
3.	Evaluate the use of enrichment and training to optimise welfare for zoo animals.	GPO 15

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Behaviour Natural history of a range of captive wild animals/captive species Species typical behaviour of wild species compared to captive species Normal vs. abnormal behaviour for a range of species; behavioural flexibility across groups/individuals Behavioural needs of species and the conditions required to meet those needs Document normal behaviour patterns/Behavioural monitoring (intro to methods for measuring behaviour/ethograms) Identify behavioural changes and associated changes in welfare Effects of environmental conditions and husbandry practices on normal behaviour
LO2	<ul style="list-style-type: none"> <li>• Welfare vs. Ethics. vs. Animal Rights</li> <li>• The Animal Welfare Act</li> <li>• Codes of Welfare: Zoos</li> <li>• The Five Domains Model</li> <li>• Animal welfare constructs; affective states, health/biological functioning, natural living</li> <li>• Scientific methods for assessing/measuring welfare and their limitations;</li> <li>• Strategies to improve welfare</li> <li>• Ambassador animals</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Enrichment                             <ul style="list-style-type: none"> <li>• Categories of enrichment</li> <li>• Safety considerations</li> <li>• Consider natural history of species to provide appropriate enrichment</li> <li>• Enrichment programmes; plan, implement, document, evaluate</li> <li>• Effects of environmental deprivation on response to enrichment</li> <li>• Public perception</li> <li>• Benefits to welfare</li> </ul> </li> <li>• Training                             <ul style="list-style-type: none"> <li>• Associative learning</li> <li>• Non-associative learning</li> </ul> </li> </ul>



- Basic reward-based training methods
- Management of behaviour; problem solving
- Safety considerations; working in protected contact or non-protected, public safety/perception
- Appropriate application of training programmes within a zoo setting; husbandry, enrichment, educational displays, cooperative care
- Benefits to welfare

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

ZOO INDUSTRY					
Course code:	AN4905	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Zookeeping	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: 150 A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to the operational requirements of zoos and the education of zoo visitors.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain the evolution of zoos and zookeepers.	GPO 12
2.	Discuss ethical and global influences on zoo practices.	GPO 12
3.	Discuss the organisational and regulatory requirements for zoo operations.	GPO 1, 12

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Zoo Industry History of zoos and aquaria and zookeeping Zoo ethics Rationale for the role of the modern zoo The professional zookeeper Current global influences on zoo practices Best practice zoos Education, Conservation, Research, Animal Welfare and Sustainability The future of zoos and zookeeping
LO2	<ul style="list-style-type: none"> <li>• Global Influences on Zoos</li> <li>Ethics of zoos and zoo practices</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Zoo Requirements</li> <li>• Zoo Organisation and management</li> <li>• Associated stakeholders e.g, Regional organisations,</li> <li>• Emergencies and crisis management</li> <li>• Population Management                             <ul style="list-style-type: none"> <li>○ Record Keeping Software (e.g. ZIMS)</li> <li>○ Stud Books.</li> <li>○ Collection planning</li> <li>○ Population Control</li> </ul> </li> <li>• Regulatory Frameworks                             <ul style="list-style-type: none"> <li>○ Health and Safety at work Act</li> <li>○ Codes of Welfare</li> <li>○ Animal Welfare Act</li> <li>○ Containment Legislation</li> <li>○ Biosecurity</li> </ul> </li> <li>• Accreditation and Auditing</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākonga via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## INTRODUCTION TO PROFESSIONAL SKILLS AND COMPETENCIES

Course code:	AN4906	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strands:	Zookeeping	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

**Whāinga/He Tauākī Akoranga | Aim/Outcome Statement**

The aim of this course is to develop the knowledge, skills and competencies to manage personal wellbeing and professional development in the workplace.

**Ngā Hua o te Ako | Learning Outcomes**

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Discuss the application of health and safety policies and procedures.	GPO 1
2.	Reflect on personal and professional skills and competencies required for working in a team.	GPO 1, 3
3.	Discuss strategies to support wellbeing in the workplace.	GPO 3

**Ngā Tūtohu o te Kiko | Indicative Content**

LO1	Health and safety framework Hazard management Legislation
LO2	Ethics & ethical behaviour Career skills: Time-management Self-representation Applying and interviewing for employment Professional development Life-long learning Self-reflection Personal Communication: Listening, speaking, non-verbal, written & digital literacy Academic writing and referencing Effective use of social media Teamwork skills: Trust and collaboration Communication competence Social and cultural awareness/responsiveness Relationship building Professional communication: Internal business communication Networking Customer service Socio-cultural identities Marketing Pet ownership and education Business skills Supervising teams and people Empowering self

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## Reflective practice

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- LO3
- Personal and team wellbeing
  - Recognition and management of grief and compassion fatigue in self & others:
    - Stages of grief
    - Self-awareness and self-help
    - Emotional response to euthanasia
  - Resilience
  - Support mechanisms/services (industry/local/national)
  - Wellbeing frameworks (including Te Whare Tapa Whā)
- 

### ***Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities***

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

### ***Aromatawai | Assessment***

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### ***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

#### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

ZOOKEEPING WORK EXPERIENCE					
Course code:	AN4907	Level:	4	Credits:	30
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Zookeeping	Compulsory			
Requisites:					
Other Programmes:	Compulsory/Elective				
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (extramural)	Total learning hours:			300
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Course Specific Requirements:

Students are required to complete 280 hours practicum with 80 hours mammals; 40 hours birds; 40 hours reptiles and/or amphibians and/or fish.

At least 16 hours from the total 280 must be allocated to working with any animal group that is considered dangerous to the extent that keepers only work in protected contact.

Practicum must take place in a commercial New Zealand zoo facility that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand

Camera/smart phone is required to capture evidence for the portfolio.

Camera/smart phone is required to capture evidence for the portfolio

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to work professionally in a safe and sustainable manner, whilst providing optimal day-to-day care to animals in a zoo facility.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Provide safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals.	GPO 13, 15
2.	Demonstrate interpersonal relationships and developing leadership within a team.	GPO 3

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & LO2 Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs in order to provide them with the knowledge and practical skills for work-based learning.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

## *Ngā Rauemi Ako | Learning Resources*

All required and recommended resource are provided to ākonga via course outlines.

### **Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Appendix 3: Consultation Summary Log

Feedback received during the kaiako socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		Unitec Kaimahi	<p><b>CA/CBT/FAR: Work experience A/B</b></p> <p>Te Pukenga directive was to adhere to 15 credit courses, as such, there are two 15 credit work-experience courses (one per semester) in the CA, CBT and FAR strands.</p> <p>Having two work experience courses (one in each semester) doesn't allow long enough for ākongā to learn skills and receive formative feedback prior to needing to complete summative assessments.</p> <p>Increased staff workload: online setup, course pre moderation and post moderation</p> <p>Combine learning outcomes and create a single 30 credit course taught over the year.</p> <p>To allow flexibility for subsidiaries/locations where this might not fit with their academic calendar/roll out plans, providers could be given the options of a single 30-credit course, OR two 15-credit courses, allowing for regional flexibility to meet local learner needs.</p>	<p>Te Pūkenga design philosophy based on learner centred needs and learner feedback is to design courses in generally 15 credit chunks for manageability, flexibility and accessibility. Further delivery information about managing these 30 credits will help to provide solutions about managing these practicums.</p>
		Unitec Kaimahi	<p><b>CBT: Canine Training A/B</b></p> <p>Having two practical training courses (one in each semester) doesn't allow long enough for ākongā to learn skills and receive formative feedback prior to needing to complete summative assessments.</p> <p>Increased staff workload: online setup, course pre moderation and post moderation</p>	<p>Agreed due to equally strong feedback from the sub-working group. Changed in the consultation documents. This will be reviewed after first delivery.</p> <p>[KB to take action in the documents]</p>



			Combine learning outcomes and create a single 30 credit course taught over the year.	
		Unitec Kaimahi	<p>Duplication of courses due to programme development in isolation.</p> <p>There are three different (yet consistent in indicative content) Anatomy and Physiology courses across three programmes.</p> <p>Rather than duplicate a Level 4 A+P course, this new level 5 course would also be fit for purpose for the level 4 ākonga.</p> <p>This would mean less admin for staff, and economies of scale for teaching purposes.</p> <p>It would also mean that ākonga who complete more than one programme don't need to repeat what is essentially the same course.</p> <p>Currently, Unitec level 4 ākonga complete Anatomy and Physiology at Level 5 and succeed well. The reality is the difference in content isn't significant.</p>	<p>Agreed</p> <p>Duplication removed by using the same learning outcomes across L4 NZCAM, L4 NZHCA and L5 course in L6 NZDVN.</p> <p>[copied NZDVN into NZCAHA socialization doc and changed in GPO mapping; copied NZDVN into NZCAM—check other places]</p> <p>[change L4 to L5 anywhere in socialization docs it is mentioned]</p> <p>[Jen will move content regarding digestion into husbandry course for NZCAHA]</p>
		Unitec Kaimahi	<p><b>CA: Husbandry</b></p> <p>Duplication of courses due to programme development in isolation.</p> <p>There are four different (yet consistent in indicative content) Animal Husbandry courses across three programmes</p> <p>Rather than duplicate a Level 4 Animal Husbandry course, the new level 5 course would also be fit for purpose for the level 4 ākonga (across both AHCA and NZCAM-CA).</p> <p>This would mean less admin for staff, and economies of scale for teaching purposes.</p>	<p>Agreed in principle, logistics still being negotiated</p>

			<p>It would also mean that ākonga who complete more than one programme don't need to repeat what is essentially the same course.</p> <p>Currently, Unitec level 4 ākonga complete Animal Husbandry and Animal Behaviour at Level 5 and succeed well.</p>	
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**Appendix 4: Learning and Teaching Methods**

<p>Case-studies / Scenario-based learning</p>	<p>Case-studies and/or scenario-based learning approaches are used to reinforce ākonga application of theory to practice. These methods are used in face-to-face, practical, and online contexts. These methods are used to support development of evaluation, analysis, problem-solving and critical-thinking skills. Their application also provides opportunities for developing soft skills related to practice.</p>
<p>Collaborative learning</p>	<p>Collaborative learning requires working together toward a common goal and is often conducted using real world contexts. Ākonga are responsible for one another’s learning as well as their own, and reaching their goal implies that ākonga have helped each other to understand and learn. The use of collaborative learning activities promotes interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that ākonga will be expected to demonstrate on the job as a graduate. Ethical behaviour, attitude, aptitude, personal accountability and the need to uphold industry standards are strong learning themes. Collaborative learning provides opportunities for kanohi ki te kanohi (face to face) activity and the development of intercultural understanding.</p> <p>Collaborative learning activities include brainstorming, discussion and debate. These enable ākonga to draw on existing and newly acquired knowledge and skills to collaboratively build and explore new ideas, concepts and solutions. These methods are used to build expertise, stimulate ideas, determine level of understanding, validate knowledge and consolidate learning.</p>
<p>Engagement with technical and professional standards</p>	<p>Ākonga access technical and professional standards online and apply them to practical examples and case studies. Delivery methods focus on engaging ākonga with technical aspects of standards, enhancing their literacy capabilities and interpretation skills</p>
<p>Flipped classroom</p>	<p>Using the Learning Management System, ākonga are able to access resources that allow them to start to become familiar with and understand discipline-specific content. There is an expectation that ākonga will engage with such material before a related classroom session. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.</p>
<p>Group critiques</p>	<p>Either small or large group learning that may involve more than one kaiako and possibly a guest participant from within or external to the teaching team. Typically, it is a forum where individual participants state their response to work presented for review and where the group discusses issues arising from such responses in a structured way. Creative practice is an activity which calls for a considerable degree of ongoing reflective self-critique as practical work proceeds, and group critiques are an excellent method for developing ākonga critical self-awareness.</p>
<p>Guest speakers / Industry professionals</p>	<p>Opportunities for a recognised leader in a specific field to share personal insight based on experiences obtained through a career of real-life engagement in a given field, or to provide specific knowledge about a specialised subject that is not normally part of the curriculum. These sessions may include a focus on career opportunities and development.</p>
<p>HyFlex models</p>	<p>The Hyflex model utilises an online supported delivery, which provides flexibility for ākonga to fit learning into their individual schedules. Ākonga will be able to navigate and be supported within the programme both online and onsite equally. Content resource materials will primarily be delivered through</p>

	<p>structured yet self-directed learning activities to develop competency and graduate capabilities. Onsite kaiako-led activities will be developed to ensure equivalence with online delivery methods. A Learning Management System will be utilised to fully support facilitation of this learning.</p> <p>The HyFlex model will be structured to equally enable ākonga in employment as well as those seeking employment to complete their programme of choice. For those already in employment the flexibility to study courses in the order that best suits their individual learning plans.</p>
Individual learning & career planning	Individual learning and career development plans are created with ākonga to support their future focus on career aspirations and to plan milestones (markers) for successful achievement of their programme goals. This activity supports self-directed learning activities.
Interactive lectures / Large-group teaching	Lectures are used to present course- and/or topic-specific principles, theories and concepts. These sessions include a high-level of class interaction and participation; this supports the flipped-learning approach, while promoting independence, communication skills and attributes related to life-long learning skills. Interactive lectures provide a forum for supporting practice-based learning, via the use of case-studies. The use of guest kaiako from industry offers further opportunities to make theoretical content more meaningful for ākonga.
Investigative/Field trips	Field trips to various discipline specific and or content related locations will provide ākonga with opportunities to explore real environments for the purposes of investigation, research and experience of real-life contexts. Video capture and virtual field trips may be employed in simulated and online teaching environments.
Kanohi ki te kanohi and other culturally responsive options	Kanohi ki te kanohi or face-to-face communication is a facet of human behaviour. It is indeed a key principal of being and doing as Māori. It allows one not only to see who or what one is communicating with, but also to hear, feel and smell the relationship. Methods that acknowledge such culturally responsive approaches to learning and teaching are employed where and when appropriate throughout the programme.
Laboratory sessions	Laboratory sessions create the environment for ākonga to be physically engaged with concepts from the course through active experimentation or exploration related to real-world applications. Laboratory sessions can provide ākonga opportunities for exposition, inquiry and/or discovery, and may support their deeper understanding of concepts and their development of critical thinking and data analysis skills. Laboratory sessions also develop ākonga understanding of group work and research in the field.
Practical learning	Practical learning opportunities provide ākonga the chance to apply learning to practice in a supported environment. This approach teaches relevant practical skills, while facilitating development of communication, leadership, and team skills and competencies. Practical learning opportunities may involve handling skills, equipment manipulation, experimentation, observation, problem-solving, measurement and monitoring, and analysis and evaluation.
Noho marae	Noho marae literally means to stay/sleep on a marae. The phrase typically refers to a stay on a marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, e.g., experiencing how physical, spiritual and emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Māori (content).

<p>Online learning</p>	<p>Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Our Learning Management Systems give ākongā access to relevant readings, multi-media resources, simulations (where appropriate) and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as ākongā are expected to access and use these before face-to-face learning experiences. Online forums facilitate ākongā (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication and independent study skills.</p>
<p>Project-based/Activity-based learning</p>	<p>Project-based learning is used to highlight theory-to-practice, and to develop ākongā’s skills in problem-solving, research, independent study, leadership, teamwork and communication skills. Projects give ākongā the opportunity to explore relevant areas of practice that may be of special interest to them, further strengthening their engagement with course material, while fostering an appreciation for life-long learning.</p>
<p>Research projects</p>	<p>A research project is an original investigation into a clearly specified problem individually formulated by ākongā. The research is driven by a hypothesis, idea or intellectual position, underpinned by a theoretical framework and capable of rigorous assessment depending on the level of the programme and research course.</p>
<p>Role play</p>	<p>Role play learning utilises a hands-on approach where real world scenarios are simulated, whilst kaiako maintain the safety, integrity and wellbeing of all involved at all times. Learning is situational and depending on the topic at the time, it is designed to simulate ākongā understanding, representing and solving complex interdependent situations. The process requires ākongā to integrate theory and practice, apply skills learnt and then under the direction of their teacher, reflect on the interactions, the decisions made and their impact on the participants. Role play enables ākongā to practice and experience verbal and non-verbal communication techniques. Role plays are used to simulate real world scenarios that involve working with clients and fellow employees. Role plays also provide opportunity to develop interview techniques.</p>
<p>Mahi-ā-ipurangi   Self-directed learning</p>	<p>Primarily, ākongā engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters ākongā research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/collaboration skills.</p>
<p>Team/Peer-based learning</p>	<p>This involves a structured approach to small-group work that goes much further than tutorials (see below), wherein ākongā prepare in advance of face-to-face interactions (e.g., by reading). In a typical class session, ākongā may complete a test individually, then repeat the same test in their groups where collaborative discussion among group members promotes a consensus answer. Team-based learning promotes reflection and teamwork, and taps into group strengths, as well as motivating team members to learn in competition with other groups.</p>
<p>Tuākana-Teina</p>	<p>This relationship provides a model for buddy systems. A more expert tuākana helps and guides a less expert teina. In a learning environment that recognises the value of ako, the Tuākana-Teina roles may be reversed at any time. Kaitiaki give ākongā the benefit of their knowledge and skills. This contributes to a culture of collaborative learning and teaching with the roles of ākongā and kaitiaki both valued and acknowledged. Tuākana-Teina contributes to the development of collaborative capabilities and the skills needed to work effectively as part of a team.</p>

<p>Tutorials/Small-group learning</p>	<p>Tutorials and/or small-group sessions allow ākonga to engage in activities designed to support learning completed in other modes (e.g., interactive lectures). These groups may be peer- or staff-led or -initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership and communication, as well as further opportunities for applying theory to practice and for critical-thinking and analysis. Tutorials can support participation in simulated work-based scenarios and may take place in a face-to-face setting, or online.</p>
<p>Wānanga</p>	<p>Meaning to meet and discuss/deliberate something of importance, wānanga is the process of acquiring or arriving at highly evolved knowledge, and refers to the institution, forum and/or gathering; the content of tribal knowledge or learning; and finally, the expert that facilitates and oversees the process of acquiring highly evolved knowledge. Often taking place in the setting of a marae, wānanga is typically intensive and always reflective of a Māori cultural context, both in practice and in content. Principles of wānanga are also adopted for non-Māori content/context.</p>
<p>Work-integrated learning</p>	<p>Work-integrated learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning may include placements and co-operative projects; practicums/clinical placements; internships; projects and consultancy; simulations and case studies; practicums and new venture start-ups. Any engagement in the workplace will be governed by an agreement between ākonga, Te Pūkenga and the external organisation to agree the learning objectives and workplace requirements.</p> <p>Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Ākonga engage in practical or work-integrated learning which offer a ‘real-life’ opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners</p>
<p>Clinical/Practice placements / Practicum</p>	<p>Often required by professional bodies to meet a professional standard requirement that is seen to only be able to be met in a workplace environment, this types of placement/practicum generally involves a set number of hours in a workplace distributed over a specific period of time within the structure of a programme. The purpose of the placement/practicum is to enable ākonga to integrate and consolidate learning experiences into professional individuality within the context of a real-world learning environment. Ākonga are able to engage in clinical/practical duties as professional members of the work environment in which they are placed. This experience is designed to prepare them fully for formal registration and independent practice.</p> <p>Placement/practicums may take place within the total programme hours (as set by the credit value) or may be in addition to those hours. Some may involve paid work for hours served.</p>
<p>Collaborative/Co-operative industry/community projects</p>	<p>These enable opportunities for active industry/community contribution to and participation in the learning experience for ākonga through externally generated industry/community projects. Ākonga collaborate with discipline professionals on projects designed to provide opportunities to build connections and professional networks. Ākonga are exposed to expertise, skills and practices that are contextualised in a variety of (authentic) professional industry/community contexts. Such projects provide opportunities for ākonga to contribute to external organisations in transformative ways through their adaptability and</p>

	<p>creativity and to put their knowledge and skills to work in real-world situations within external organisations.</p>
<p>Internships / Industry Placements</p>	<p>Ākonga integrate their learning across their programme of study and apply theoretical and practical discipline skills to an approved project and work objectives in a workplace setting. Emphasis is placed on the identification and negotiation of learning objectives, activities and outcomes in an external professional workplace environment. Ākonga are able to assess the quality of their experience and performance in relation to their agreed learning objectives. They can then critically reflect upon the processes undertaken in completing the project and work objectives so as to inform their future personal and professional development.</p>

**Appendix 5: Assessment Activities**

Assignments	Assignments (including essays, reports and presentations) may be used across the programme to give ākonga the opportunity to hone their research, critical analysis and evaluation, and communication skills. Ākonga may be given different topic options to choose from, allowing them to learn about specific areas of interest in-depth.
Case-studies	This assessment approach is used to provide a real-world context for ākonga learning, in which they demonstrate their ability to apply theory to practice. Typically, ākonga are required to investigate, analyse and report on a specific real-world scenario. Case-studies may be used as individual assessment items or may also be included as part of a larger assessment (e.g., learning portfolios).
Examinations	Examinations are used as a method for assessing ākonga breadth of knowledge in specific curriculum areas. Ākonga will be required to demonstrate an ability to evaluate and apply their knowledge in increasingly complex scenarios. Examinations are typically written, although support resources are available for ākonga with disabilities, and completed under supervised conditions.
Exhibition presentations	Exhibition presentations allow ākonga the opportunity to demonstrate their ability to communicate and contextualise their creative artefacts in an environment and format appropriate to the practice.
Group/Collaborative assessments	<p>Group/Collaborative assessment activities provide an opportunity for ākonga to develop interpersonal skills and participate in a collaborative learning experience. Well planned group activities can foster competencies like problem solving, communication, creativity and social skills. They encourage listening, discussion, negotiation, questioning, debate and evaluation.</p> <p>Group assessment is recommended where the learning outcome requires evidence of collaboration, when the activity is too large or complex for one person or when there are resourcing implications.</p> <p>Group assessment activities require clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. There must be evidence that each ākonga has met the learning outcomes and contributed to the group process and outputs, and that there was opportunity for individuals to demonstrate achievement if the group activity fails to do so.</p>
Practical demonstrations	These assessments give ākonga the opportunity to demonstrate their ability to complete a range of practical tasks. Ākonga demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākonga an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills. Presentation types include formal verbal presentations, poster presentations and multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies or group projects.
Projects	Projects are used to explore concepts and/or topics in detail, giving ākonga an opportunity to demonstrate a range of skills. This assessment approach may involve ākonga undertaking a research project, investigating a topic related to an area of interest and/or practice.
Research project	Research projects employ assessment that is designed to verify outcomes gained using research methodologies and tools. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This may be obtained through external examination and public



	<p>presentation. The outcomes will be assessed on the basis of whether the result of the research answers the initial research question in an authoritative, logical and compelling way, and whether the accompanying written documentation critically appraises both the findings produced and the theoretical framework used to inform it.</p>
<p>Tests/Quizzes</p>	<p>Tests are used to assess ākonga development of specific areas of knowledge; consequently, they are designed to motivate ākonga to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of ākonga progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice or short essay form, and may be delivered in class or online.</p>
<p>Visual development records</p>	<p>Visual development records are used to assess ākonga ability to conduct research and analysis in the generation of creative work, and to evidence investigation and development through practical exploration.</p>
<p>Written reports, summaries, contextual documents</p>	<p>Written reports, summaries and contextual documents give ākonga the opportunity to demonstrate development of and reflection on course-specific knowledge, skills and learning achievements. These may include summaries of the knowledge and/or skills developed, the process and research undertaken in developing practical artefacts, and reflective exercises. These may include an investigative report, a manifesto and/or statement of purpose, a critical review, a feasibility study, a seminar presentation, an interview and/or case study, a literature survey/review, an annotated bibliography, a glossary of critical terms, and a conceptual timeline.</p>
<p>Work-integrated assessment</p>	<p>Work-integrated assessment is designed to verify outcomes gained in a practical environment that is outside of a classroom. This usually employs elements of practical demonstration, written elements, presentations and project work. Ākonga may be required to create portfolios of evidence that include visual records of their achievement.</p>