

Indicative Content

SEG Awards Level 3 Diploma in Dog Grooming

England – 610/3152/5



Version	Date	Details of change
1.0	August 2024	New Indicative Content guidance
2.0	March 2026	Document update in new branding template

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

Styling and Finishing of Dogs – D/650/8243

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. However, as detailed within this document specific assessment criteria **must** be covered and evidenced for assessment.

Indicative Content

Learning Outcome 1. Be able to work safely whilst styling and finishing dogs

The learner must ensure that appropriate PPE and equipment is used throughout the styling and finishing of more than one dogs coat.

Recommended appropriate PPE to include eye protection, dust mask and ear protection as appropriate, gloves and coveralls.

Recommended equipment to include serviced and maintained electrical equipment, suitable restraint systems which have been checked for safety and suitability.

Learners should have long hair tied back, any personal broken skin covered with appropriate dressings and be wearing suitable clothing for the task.

The evidence for this element should be collected through observation of the learner undertaking styling and finishing tasks on several different dogs. Some evidence such as the learners' knowledge of the necessity for correctly tested and certificated electrical equipment can be collected through questioning.

The learner must assess the dogs' behaviour and character prior to commencing with the practical task. This evidence should be obtained by questioning of the client, checking records and recording typical breed characteristics. This information can be recorded as question and answer or learner assignment work. The learner should also assess the dogs' behaviour and character through visual checks and by interacting with the dog prior to the task. The learner must make a judgement on the dogs' character and behaviour prior to the task which must be recorded. The dogs' behaviour and character can change during the styling and finishing process, the learner should show that they have undertaken assessments of the dogs' behaviour during the task. This evidence should be recorded. Evidence of the learner assessing a dogs' character and behaviour at multiple points before and during the task, and then recording their findings should be collected as part of a practical observation. Identification of nervous,

potentially aggressive and dogs with disabilities or skin conditions should be identified correctly.

The learner must identify signs of stress in a dog, prior to the task and during it. The learner should record the dogs' general character and behaviour prior to the task and during the task and must ensure that signs of stress are identified and recorded.

The learner must ensure that the correct handling and restraint systems are used while styling and finishing of several different dogs is undertaken. The learner must evidence that the most appropriate equipment is used which has been checked for safety and suitability and be able to explain why this is the most suitable for the task. The assessor must record, through practical observation of the tasks, learners ensuring that the correct equipment is selected and used for the tasks. The learners should evidence the different types of restraint systems to include neck noose, belly strap, muzzles, comfort cradles etc and explain why they have chosen the system they have selected. Learners should demonstrate correct handling of dogs in accordance with their temperament and needs, during the styling and finishing tasks.

Learners must be able to explain different restraint and handling techniques used in dog grooming and be able to evaluate each technique in order to ensure that the most appropriate technique is adopted for the dog being groomed. Evidence for this element can be partially obtained through learner assignment where different techniques can be explained and evaluated but there must also be a practical observation record of the learner selecting and using the most appropriate techniques on several different dogs.

Learning Outcome 2. Be able to provide accurate recordings whilst dog grooming

Learners must accurately record the equipment used during the practical task. This must include the correct names for each piece of equipment, its correct intended use and the checks which must be undertaken on it prior to use. Records produced for this element could be in the form of a PPE and equipment checklist for equipment maintenance and use checks pre and post use. Centres may have their own recording documentation for this purpose which should be used where available.

Learners must accurately record information that is required by the business owner. This information should include what restraint methods were used in the dog, what reactions, if any, the dog had to each stage of the groom, what behaviour the dog demonstrated during the procedures and what grooming procedures were undertaken on the dog. Information for PPE, tools and equipment can be part of the groom report document.

Learning Outcome 3. Be able to prepare for the styling and finishing of different dog types

Learners should be provided with examples of dogs with coats from the following: Smooth, Short, Combination, Double, Heavy, Silky, Wire, Curly and Corded. It is recognised that in a normal working week there may not be a range of dogs presented for grooming from all of the available coat types. Learners should be given access to as many as possible during the course of the qualification. The centre may ask learners to describe the characteristics of those dogs that the learners are not able to work with by means of written assignment work, but this should ideally not replace practical observation of the learners grooming. Learners must be able to identify the condition of a dog's coat by both visual and hands-on methods. Learners must be able to assess and report on a dog's coat condition. Learner's report must contain all coat health indicators that were identified during the examination such as, infestations, greasy fur, brittle hair or hair loss. With the coat type and condition identified learners must be able to identify the most appropriate grooming equipment for the dog. The learner should record their decision and explain the reasons why they chose the grooming equipment

Learners should have recorded clients' requests prior to commencing with any groom. Details of all conversations with the client should be recorded with the agreed style signed and dated by the client. The information recorded previously should also be used to assess the appropriate equipment to undertake the groom. This information must be referred to by the learner in any piece of work submitted to meet this criteria. Different centres will teach different techniques and techniques will differ from dog to dog, however the learner should be able to identify the main factors involved in producing head shapes; patterns, use of slicker brush, beard trims, care around ears, curved scissors, rounded scissors etc. learners should have knowledge of brachycephalic, mesocephalic and dolichocephalic head shapes and be able to plan the groom according to the client request and dog head shape.

Learners should discuss the clients' requests prior to accepting the dog for grooming. This discussion should be recorded and included as part of the learner's portfolio of evidence. Learners should be able to demonstrate that they discussed the client's requests and advised the client of the most appropriate groom. Learners must be able to outline the importance of this discussion, in ensuring that the dog is given the most appropriate groom for its breed, size and intended activity. This evidence can be recorded as a learner narrative or work-book type exercise.

Learners must be able to outline the different grooming techniques required for different coat types and how these different techniques can be used to achieve clients' requirements.

Dogs that are to be used on the shooting field require a different groom to those that will be a family pet, and dogs that are to be shown require a different type of groom again. Learners must be able to identify what different types of groom would be required for a selection of dogs which will all be undertaking different roles. Learners must be able to identify which grooms would be required on each dog and how they would produce them.

Learners must be able to identify what the main points of the Animal Welfare Act 2006 are. Learners must understand the owners and keepers' duties under the act and the requirements for suitable environments for animals. The purpose of the act is to prevent animals suffering. Learners must be able to demonstrate knowledge of this by being able to explain the "five welfare needs" which are contained in the act. Learners must be able to describe how the requirements for the five welfare needs are adhered to in dog grooming businesses. For example, ensuring that no animals are treated in such a way as to cause them stress or injury during the grooming process.

Learning Outcome 4. Be able to complete styling and finishing techniques for different coats and breeds of dogs

Learners must be provided with at least 10 different dogs of different breed types and with differing groom requirements. Learners must produce a minimum of 15 different styling and finishing techniques. The resulting grooms must:

- Have accompanying reports which specify the dog breed type, coat type and condition. There must be a full assessment of the dog's temperament and a description of what restraint and handling methods will be used. The groom report must contain a full description of the clients' specifications and how the learner will groom the dog in order to comply with clients' specifications. Reports should include a risk assessment which covers the dog and the grooming equipment
- Be appropriate for the intended activity of the dogs
- Be undertaken in compliance with the Animal Welfare Act
- Be undertaken in compliance with the Health and Safety at Work Act 1974
- Be undertaken within specified time scales to be set by the assessor
- Be completed to industry standard

Learning Outcome 5. Be able to maintain and use equipment for the styling and finishing of dogs

Learners can be asked to complete an assignment which explains the importance and methods of maintenance. This information can also be asked verbally with the learner's answers being recorded contemporaneously. The learner must be able to demonstrate why it is important to maintain equipment and how to

maintain it. For example, scissors must be kept sharp to facilitate precise cuts which do not pull fur and cause dogs discomfort, regular adjustment, lubrication, sterilisation and sharpening using specific scissor sharpeners or by using professional contract sharpeners. Clippers must be PAT tested regularly according to centre specifications, they must be inspected for damage prior to, and after use, they must be lubricated regularly, and blades must be replaced when blunt. Clippers must be checked for overheating during the grooming process. As with any power tool each clipper must have a tool maintenance and use log which must be completed each time the tool is used.

Learners must ensure that equipment is checked, maintained and used according to centre policies and manufacturers recommendations. Evidence for this element should be included in the groom reports produced.

Evidence for this element can be obtained from learner assignments or from learners identifying equipment as they are observed grooming. Assessors should record any questions asked and learners verbal evidence of equipment identification contemporaneously.

Learning Outcome 6. Be able to complete the bathing and drying of a range of dogs safely

Learners must undertake the safe and appropriate bathing of a suggested 10 different dogs. Learners must assess the breed type, coat type and temperament of the dogs to be bathed prior to the bathing task. Learners must record the findings from their assessments of the dog's temperament and must detail what handling methods and equipment they will use and why they have come to this conclusion.

Learners must use the appropriate handling techniques for each of the dogs identified from their report.

Learners must select the most appropriate equipment for the task, check it for safety, apply any maintenance tasks prior to use and then use it safely as per the centre risk assessments.

Learners must use the report that they have produced to select the appropriate shampoo for the dog's coat type and condition. Learners must record why they chose the shampoo they selected. Appropriate PPE must be selected to undertake the bathing task, and the dog must be kept safe and comfortable throughout the task.

Using the report created, learners must use the correct drying procedure for each of the dogs presented. Learners must produce a report to explain why they

chose the drying method used on each of the coat types. This report can be part of the report produced throughout this unit.

Teaching Strategies and Learning Activities

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

Methods of Assessment

This unit will be internally assessed as well as internally and externally moderated against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

Evidence presented to support achievement is not prescribed for each learning outcome. It could typically include:

- > Product evidence
- > Observation reports
- > Oral/written questions and answers
- > Reports/notes
- > Worksheets/job sheets/workbooks
- > Witness statements
- > Taped evidence (video or audio)
- > Photographic evidence
- > Case studies/assignments/projects
- > Interview/professional discussion
- > Pictorial identifications
- > Letters/emails seeking clarification/confirmation of understanding
- > Internet research/copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met. Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts. All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

Additional Information

Additional guidance for delivering and assessing Skills and Education Group Awards qualifications and information about Internal Quality Assurance is available on the website.

Key Resources

Essential:

- > Royal Veterinary College first aid guide; <https://www.rvc.ac.uk/small-animal-vet/general-practice/pet-care-advice/first-aid-guide>.
- > British Isle Grooming Association <https://www.mybiga.org>
- > Pet Industry Federation; <https://www.pifeducation.co.uk>
- > Notes from the Grooming Table by Melissa Verplank
- > Essential: Gov.co.UK; Code of Practice For The Welfare of Dogs Ref: ISBN 978-1-5286-0171-9.
- > The Code of Best Practice for the National Register of Groomers

Recommended:

- > The Stone Guide to grooming For All Breeds by Ben and Pearl Stone
- > First Aid for Dogs: The Essential Guide by Robert Duffy
- > The Dog Groomers Manual by Sue Gould
- > The Dog Grooming Business Course by Kristian Maris

Animal Health and Welfare – J/650/8237

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Indicative Content

Learning Outcome 1. Be able to promote and maintain the health and welfare whilst dog grooming

This element must be assessed through observation of practical tasks.

Learners must compile a portfolio of grooms where they have worked in accordance with best practice, health and safety legislation and the Animal Welfare Act 2006. In order to evidence their knowledge of the health and safety at work act and the animal welfare act, their purpose in the workplace and implications for non-compliance learners must also produce written evidence of their knowledge.

The learners written evidence must detail what checks were undertaken on each dog prior to grooming, to include physical condition, signs of stress, coat type and condition, age and physical fitness.

Learners must be able to identify what the signs of stress are in dogs and how not following the conditions contained in the Animal Welfare Act 2006 can exaggerate stress in animals.

Learners must assess the dog's behaviour and temperament prior to the groom and must then assess the dog's condition at points during the groom with a final health check at the end of the grooming process. This information should be recorded in a groom report.

Prior to all grooms the condition of the dogs, their temperament and their behaviours must be assessed and recorded as part of best practice.

Learners must record five abnormal signs that could indicate welfare issues. Obvious signs indicating welfare issues such as trauma and scarring are not common to see at a groomers. However many dogs seen in the grooming shop will present some signs of abnormalities which could lead to welfare issues if they are not addressed, such as overgrown nails, eye discharge or bad breath. Learners must record all signs of abnormalities which could lead to welfare issues on groom reports.

Learners must ensure that the signs of abnormality identified in their groom reports are reported to their managers or supervisors. Reporting the signs of abnormality to the clients should also be undertaken as preventative measures.

Learners should produce written evidence which should detail who they would report evidence of severe abnormalities to in addition to their line managers or supervisors. For example, evidence of mistreatment may be required to be reported to the Police.

Evidence for this element should be evidenced in the groom reports. Procedures to promote a dog's health and welfare could include clipping overgrown nails, applying insecticidal shampoo, or de-matting of fur.

Learners should use the groom reports to record any post procedure reactions. The severity of any reactions can be assessed using the pre-groom information which the learners would have collected around the dog's temperament and behaviour as a comparison.

Learners must ensure that dog groom reports are handed to the appropriate person as soon as possible after each groom, or to the time scales set out in the centre policy. Reports which contain information on adverse reactions to procedures, observations of acute stress, poor behaviour or signs of ill treatment should be flagged as urgent and be handed to centre management staff immediately.

Learners must know the centre management structure in order to be aware of those who they can contact in an emergency. Evidence for this element can be provided by means of a learner statement which clearly describes who they would contact at the centre, why, and how, and what they would do until the help arrived.

Learners must know what to do in the emergency situations described. In the case of a collapsed dog learners will be expected to know that the dog should be checked for vital signs and have its airway maintained at all times until help arrives. Learners must be aware that they may have to perform CPR at any point. They must also be aware of the importance of keeping regular records of the dog's pulse rate and breathing rate. In the case of a catastrophic bleed learners must know to cover the bleed, apply pressure and elevate the affected area, they must know where the first aid box is and be prepared to call for assistance.

On hearing a fire alarm learners must know that they should stop work and leave the building, following the centres fire evacuation procedures, to the allocated fire assembly point. Each centre will have different procedures for fire evacuation and these procedures must be described by learners.

Learning Outcome 2. Be able to work in a safe manner with animals

Learners must be aware of the Animal Welfare Act 2006, Health and Safety at Work Act 1974, the Code of Practice for the welfare of dogs and the code of best practice from the National Register of Groomers. Reference to these codes and laws should be included in learners written evidence.

Learners must dispose of different types of waste in the appropriate places during and after grooms. Different types of waste can include used dog wash water, which can be disposed of into the mains sewer system, however, when using any shampoos designed for use on dogs' learners must ensure that the manufacturers guidelines are followed for its safe disposal.

Learners should know of the importance of COSHH information sheets and be aware of their location for each chemical in the centre. Learners must also know where they should dispose of recyclable materials, non-recyclable materials and materials contaminated with body fluids.

Learning Outcome 3. Know how to promote and maintain the health and welfare whilst dog grooming

Learners must be able to demonstrate, while grooming dogs, how their actions and adjustments in the grooming process have minimised stress and injury for the dogs.

Learners must know some signs of potential issues with dog health and welfare, for example limping, yelping when touched, lethargy etc.

Preventative care can include medicated shampoos, first aid treatments and thinning the coat of a double haired dog in high summer.

Each dog groomed will have had specific needs which learners must meet in order to ensure a safe and stress-free groom. Older dogs, dogs with arthritic conditions, or smaller dogs need tables adjusted to be comfortable, some dogs require a more relaxed and calmer environment, and some dogs require regular praise and encouragement.

Learners must know of the importance of providing an adequate supply of clean water for all dogs throughout the day.

Teaching Strategies and Learning Activities

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

Methods of Assessment

This unit will be internally assessed as well as internally and externally moderated against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

Evidence presented to support achievement is not prescribed for each learning outcome. It could typically include:

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- > Photographic evidence
- > Case studies/assignments/projects
- > Interview/professional discussion
- > Pictorial identifications
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- > Internet research/copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met. Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts. All evidence must be clearly signposted and made available for the external moderator upon request.

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- > Essential: Gov.co.UK; Code of Practice For The Welfare of Dogs Ref: ISBN 978-1-5286-0171-9.
- > The Code of Best Practice for the National Register of Groomers

Recommended:

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- > The Dog Grooming Business Course by Kristian Maris

Assess and Plan Dog Grooming Work – L/650/8239

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Indicative Content

Learning Outcome 1. Be able to assess and plan the dog grooming work

The learner must assess the dog's behaviour and character prior to commencing with a practical grooming task. This evidence should be obtained by questioning of the client, checking records and recording typical breed characteristics. This information can be recorded as question and answer or learner assignment work. The learner must also assess the dog's behaviour and character through visual checks and by interacting with the dog prior to the task. The learner must make a judgement on the dog's character and behaviour prior to the task which should be recorded. The dog's behaviour and character can change during the styling and finishing process, the learner should show that they have undertaken assessments of the dog's behaviour during the task. This evidence should be recorded. Evidence of the learner assessing a dog's character and behaviour at multiple points before and during the task, and then recording their findings should be collected as part of a practical observation. Identification of nervous, potentially aggressive and dogs with disabilities or skin conditions should be identified correctly. Learners should ensure that clients requirements are noted down at the time of the initial discussions, and that the resulting specifications for the groom are agreed by the client prior to accepting the dog for grooming.

Learners should identify the dogs breed and coat type, intended activities and general condition and suggest an appropriate groom using appropriate techniques.

Learners must evaluate the groom and then produce a plan of works to clearly detail how they intend to produce the intended final appearance taking into account the clients request, the breed of dog and its coat type and condition.

The learners written evaluation of the groom and the plan of works must include how the learner intends to carry out the groom, what equipment they will use, what PPE they will require and what methods they will utilise to produce the required finish.

Learners must be aware of the potential issues that can occur when assessing and planning dog grooming tasks. Learners must be presented with as wider range of dogs as possible for them to create a dog grooming portfolio of evidence. Multiple grooms will inevitably create some situations where issues will be faced such as large, heavy dogs to handle, vocal dogs that upset other dogs at the centre or dogs with insect infestations being presented for grooming. Learners must know how to handle these situations.

Learning Outcome 2. Be able to prepare, maintain and use equipment

Learners must be aware of the hazards and risks involved in sharp tools and electrical equipment. Learners must know how to effectively maintain all of their grooming equipment, to manufacturers guidelines, prior to, during and after each groom. Evidence for this element can be presented in the form of a learner narrative.

Learners must demonstrate at the start of each groom used as evidence in their portfolio's selection of the most appropriate equipment to use according to the client's specifications, the dogs coat type and condition and the required finish.

Learners must be able to demonstrate the correct way to maintain equipment prior to use, during use and at the end of the groom. Scissors must be kept sharp and be regularly sterilised, clippers must be checked for damage, cracks in the casings, overheating or clogging and clipper blades must be changed as soon as they are dull. Table must be maintained correctly and adjusted to meet the needs of the dog to be groomed.

Learning Outcome 3. Be able to promote health and safety and environmental good practice in dog grooming work

Learners must consistently demonstrate safe working practice across all of the grooms that are used as evidence in their portfolios or evidence. Learners must be aware of and be able to state the purpose of adhering to the Health and Safety at Work Act 1974. Learners must be aware of and be following centre policies and procedures regarding safe working practices. Assessment of this element can be in the form of learner narrative to gather the learners underpinning knowledge of legislative and organisational safe working practices, and through practical observation records which should detail learners adhering to safe working practices in dog grooming.

Learners must ensure that environmental damage is avoided so far as is possible at all stages of the grooming process. Contaminated water must be disposed of in accordance with the instructions included on the shampoo or

treatment bottle of COSHH sheet, waste materials must be disposed of in the correct ways and electrical items must not be left running when not needed, turn all electrical items off at night, do not leave them on standby.

Teaching Strategies and Learning Activities

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Methods of Assessment

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- > The Code of Best Practice for the National Register of Groomers

Recommended:

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Canine Health and First Aid – T/650/8240

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Indicative Content

Learning Outcome 1. Know the requirements of canine first aid

Learners must have knowledge of the below:

- Health and Safety at Work Act 1974
- Animal Welfare Act 2006
- COSHH regulations

Learners may wish to identify a number of situations where their work is specifically restricted by legislation, such as the provision and use of PPE, the requirement to ensure that animals are free to move and express their normal behaviour during grooming, and the correct disposal of chemicals.

Learners should be able to state the objective as “reduce pain and therefore stop suffering until the animal receives attention by a veterinary surgeon” different wording can be used and is encouraged as long as the basic meaning remains.

Learners should know that only a veterinary surgeon can diagnose an injury and prescribe treatment, however any confident person can perform canine first aid in order to preserve life and prevent deterioration. Learners should know that canine first aid is best administered by those who have been trained to do so.

Learning Outcome 2. Know the main classifications of emergencies

Learners could be encouraged to firstly explain what an emergency is. Wording similar to “An urgent, unexpected and usually dangerous situation that poses immediate risk to health, life, property or environment” should be accepted.

Learners should explain what is meant by the three types of emergencies with regards to animal health, seizure, arrest, unconsciousness, catastrophic bleed, would be classed as a triage classification of 1.

Trauma, shock, toxins a triage level of 2.

Dehydration, pain, historic seizures, a triage level of 3. Learners should explain what is meant by each of the three emergencies, with a suggested two examples for each classification. For example, a respiratory emergency can be due to unconsciousness caused by the ingestion of a poisonous material. A trauma emergency can be caused being hit by a car.

Learners should provide appropriate scenarios to demonstrate their knowledge of the emergency types. Any wording which categorises immediate life-threatening conditions as triage level 1 should be allowed.

Learning Outcome 3. Know how to examine an injured dog

Learners should include checking for consciousness, bleeding and trauma. The key areas to check could include breathing, pulse rate, pupil dilation, discharge from ears, mouth, nose, anus, or limbs at obviously incorrect angles.

Learners could also be encouraged to note that the environment in which an injured dog is found in is examined for potential clues as to the injury and its severity, such as a highway, next to a railway, chewed plants nearby etc.

Learning Outcome 4. Understand the ABC of canine first aid

Learners must reference the ABC of first aid and must state Airway, Breathing, Circulation.

Learners should state how a dog's airway, breathing and circulation would be checked. Learners should always state that dangers around the casualty should first be checked and assessed, for example if a dog was unconscious in the middle of a live carriageway.

Learners should then check for a response from the casualty, the process of checking for ABC is altered if the casualty is responsive. Help should be requested before any CPR is performed. Airways should be checked by gently pulling to the front of the mouth, check for obstructions, extend neck and head backwards so that they are in a straight line, check for breathing by holding check close to mouth to feel or hear breaths.

Circulation should be checked by visual examination of the dog. Hands can be run around the dog, and under it to non-visible areas, to check if there is blood on the hands indicating a bleed. Care must be taken at this point to recognise any trauma and not to make broken, unstable bone injuries any worse.

Learners should demonstrate how to take a dog's pulse using the femoral artery. Learners should state how to take a dogs respiration rate using a watch

or timer, counting breaths in a 30 second period and then timing the number by 2.

Recording of these measurements can be on any medium that can later be transferred to a veterinary surgeon, note pad, phone etc.

Learners should know that when a dog collapses it will not always lose consciousness. Learners should use their knowledge of collapse and unconscious to explain what they would do in each situation.

Learners should state several of the common signs of shock to include rapid sometimes noisy breathing, rapid usually weak pulse, pale mucous membrane, depression or vomiting. Learners must state that this condition is a triage level 1 emergency requiring immediate veterinary treatment. First aid treatment for shock should be to lie the dog on its right-hand side, raise the lower back if possible, to encourage blood flow to the heart and brain, cover and keep warm.

Learners should categorise gastric dilation as a triage level 1 emergency requiring immediate veterinary attention. Clinical signs must be described, to include bloat, retching and shock. First aid treatment should include immediate treatment for shock.

Learner's evidence should include the following for key clinical signs of impending cardiopulmonary arrest: collapse, changes in responsiveness, pale mucous membrane, cold to touch, breathing and pulse rate changes, symptoms of pain.

Learning Outcome 5. Be able to perform the recovery position and conduct resuscitation to a dog

Learners must explain the process of putting a dog into the recovery position. The criteria does not require them to demonstrate this technique on a live dog. Evidence supplied to meet the criteria should include laying the dog on its right-hand side, extending the head backwards so that the neck and head are in a straight line, gently remove the tongue from the mouth if possible.

Learners must use a CPR manikin to perform CPR. Learners would benefit from undertaking ABC checks prior to undertaking the simulated CPR. With the dog lying on its right-hand side learners should push the front left elbow back to touch the chest to pinpoint the intercostal space. Watch for movement of pulse of breathing, and, if none to begin chest compressions at a rate of 100-120 per minute. Give 30 compressions before holding the dogs mouth shut and delivering 2 optional breaths through the dog's nose. The compressions and breaths cycle should be repeated for a minimum of two cycles to demonstrate

competence. This procedure must be taught and assessed by a qualified person.

Learning Outcome 6. Be able to perform treatment to dog wounds

Descriptions of clinical signs of different types of haemorrhage in a dog; arterial bleeding, bright red blood, spurting or pulsing bleed, immediate danger to life. Venous bleeds are less severe but need emergency attention, dark red blood, flows steadily, does not spurt. Capillary bleeds, less severe than arterial or venous, blood trickles from the wound and will usually stop with simple first aid. Internal bleeds are the cause of bruises, but more severe internal bleeds can be diagnosed by swelling, or bleeding from body opening such as the anus, ears or mouth severe internal bleeds require immediate veterinary attention. Other bleeds that can be seen by inspection of the dog's skin include hematomas, ecchymosis or purpura, all of these bleeds are less serious and require only routine veterinary examination.

Learners must identify different wounds. This is not possible on a day-to-day basis as wounds will not generally be presented at a groomers. However, learners can be asked to identify pictures or videos of different types of wounds and be asked to write down the correct description of the wound or to identify them verbally for the assessor to record contemporaneously. Wound types should include laceration / incision, penetration / puncture, graze, burns, closed and open breaks. Wounds should be categorised into acute or chronic.

The work that learners prepare to meet this criteria can be expanded on to describe the likely bleeds that will occur from each wound and the treatment that would be needed for each wound.

Learners must explain through video evidence, a written narrative or a verbal statement which is scribed by the assessor contemporaneously, what the key steps are when providing first aid to a dog. The steps described should include assess the situation and danger to self, evaluate the casualty, open airway, check for breathing, call for assistance, locate a first aid kit, perform CPR as required, monitor the animal after initial CPR and record the respiration and pulse rates, assess the animal again and then repeat the cycle until help arrives.

Learners must demonstrate dressing a simulated wound on a live dog. Learners must describe what action they would take to treat the wound. Learners must choose the correct first aid items, to include PPE, before taking the dogs pulse and respiration rates and recording them correctly.

Learning Outcome 7. Know about choking, stings and poisonings and how to perform treatment to a dog

The process for performing the Heimlich manoeuvre on a dog must be explained in the learner's words.

Learner's evidence can include written instructions, annotated pictures or a verbal description of the process recorded on video, audio tape or written down by the assessor contemporaneously. The learner's evidence must include turning the dog onto its back and placing it on their lap, making a fist with one hand and clasping the other hand around it, placing the thumb side of the fist about two inches above the dog's navel and thrusting inwards and upwards under the diaphragm. This procedure should be followed by a visual check for breathing before being repeated another four times, each time checking after the thrust for a change in the dog's signs and symptoms. After the five thrusts the dog must be laid on its side and a full check undertaken of its breathing and pulse rates.

Learners must state that even if the procedure is a success and the dog resumes normal breathing it must be seen by a vet without delay.

A stinger may still be present which should ideally be removed without squeezing the venom sack. Bites and stings can cause infection and should be treated with a disinfecting solution or spray. Dogs should be monitored after stings or bites for swelling, especially if in the mouth or throat, changes in behaviour or lethargy etc and should be seen by a vet as soon as possible if adverse reactions are identified.

Learners should identify common sources of poisons that dogs could find such as washing power capsules, tablets and medicines and make up. Substances which are specifically poisonous to dogs must also be identified, these include, raisins, chocolate, avocado some household plants and chewing gum.

Dogs which have ingested poisons must be taken to a veterinary surgery immediately. Learners must state the actions that they would take prior to taking the dog to the surgery. These steps should include identify if possible what the poison is, a chewed household plant or medication bottle for instance, if the poison is thought to be from a chemical or medicine. Parts of a chewed plant, medicine bottle etc should be taken to the veterinary surgery in order for them to further investigate the issue. Learners should state that they would contact the veterinary surgery immediately and seek advice. Do not induce vomiting unless the vet instructs you to do so. Collect anything that the dog vomits to take to the surgery.

Learning Outcome 8. Know the signs of hyperthermia and how to perform treatment to a dog

Learners should know that hyperthermia is a dog with an abnormally high body temperature. Learners should state some of the signs of hyperthermia which include excessive or heavy panting, dark red gums, drooling, hot red flushed skin, a very fast and shallow heart rate, vomiting, diarrhoea.

Learners must first state that the most reliable way to take a dog's temperature is rectally. Non-contact infra-red thermometers are not accurate, and their use should be limited. Thermometers should be lubricated with petroleum jelly or similar lubricant and inserted about an inch into a small dog's rectum or around 2 inches in the largest breeds. The thermometer should not be let go of during the process. Readings should be recorded regularly, and the measurements recorded.

Dogs which have drowned will be unconscious, there will be no breathing and the dog will be cold and lifeless. Learners must state what procedures they would use to check the dog's condition, and if no breathing is identified to immediately begin the CPR process. Near drowned dogs will be coughing foamy blood-stained saliva, they will be breathing fast and shallow, their body temperature will be very low and they will present with signs of cyanosis. Loss of consciousness and breathing could quickly follow. In this instance the dog should be examined.

In both cases emergency transportation to a veterinary surgeon is essential.

Learning Outcome 9. Know the signs of convulsion and how to perform treatment to a dog

Dogs having convulsions will present as distressed, unsteady on their feet, drooling/licking their lips, or gnashing their teeth, or chomping, shaking their heads or staring. Their eyes may roll into the back of their heads. The dog will usually fall over shortly after the convulsion begins and they will begin to kick their legs as if swimming. Treatment is dependent on the dog's history. Dogs with known epilepsy should be monitored and given space while they are in a convulsion, reassurance can be provided, and all sharp or dangerous items should be removed from where they are lying. If a dog's convulsions last for more than 5 minutes, or they repeatedly convulse then a vet's advice must be sought immediately.

Dogs with no history of convulsions must be monitored during the episode. The vet to which the dog is registered should be contacted for advice and their advice should be followed. The dog should be given space while it convulses in the same way as the procedure previously described.

The procedure which learners describe for the treatment of electrocution in dogs must begin with the learners stating that they would assess the site for potential dangers to their own safety. All electrical sources would, so far as possible, be turned off prior to approaching the dog. Signs that a dog had suffered electrocution would include; burns to the area where the shock was received, the dog would display signs of pain and distress, the dog would be drooling and licking its lips, there would be irritation at the site of the burn, the dog would be pawing or licking the wound, coughing could occur along with breathing difficulties and potential collapse with the dog entering an unconscious state. Treatment would be as for shock with a potential elevation to CPR if the dogs condition worsened. The learners must state that they would transport the dog to a veterinary surgeon immediately for any electrical shock episode.

Learning Outcome 10. Know about different burn types in dogs

Learners must identify different burn types; this can be from pictures or video.

Different burn types in dogs include:

- First degree or superficial, affecting only the outer layer of skin, (the epidermis). These burns will be identifiable as red painful skin, depending on the area of the body blisters do not usually form. Pale coated dogs can be affected by sunburn which is classed as a first-degree burn.
- Second degree burns or partial thickness burns, this type of burn is deeper, affecting the dermis as well as the epidermis. This type of burn will be blistered, the skin will be red and painful and may well be swollen.
- Third degree burns or full-thickness burns will affect the subcutaneous tissue. This type of burn will present as a black or white, charred wound.
- Fourth degree burns are the most serious types of burns. These burns affect all of the tissue layers possibly affecting the muscle and bones as well. The dog will have no feeling in the area of a fourth degree burn which will present as a black or white charred open, deep wound.

Each burn type must be referred to a veterinary surgeon, and all burn types must be monitored in the same way for possible shock. For more serious burns the dog should be monitored for collapse and unconsciousness. More serious burns require a non-stick covering to prevent infection, a material like “cling film” can be used for this purpose.

For all burn types cooling the burn is essential, however veterinary advice must be sought before performing this procedure as it can force the dog into shock.

Learning Outcome 11. Know how to communicate in an emergency and the contents of a canine first aid kit

Learners must be aware of the importance of proper record keeping in case of emergencies. Groomers will have taken clients mobile phone numbers prior to accepting the dog for grooming. In case of an emergency appropriate first aid must be administered to the dog. The dog's owner must be contacted for advice on what to do next. If the dog's owner cannot be contacted, then the groomer must ensure that the dog receives appropriate veterinary care from the veterinary surgeon that has the dog registered. This information will have been recorded as part of the groomers initial contact with the client. Records of all telephone calls and first aid administered must be recorded.

The contents of a canine first aid kit will differ with the different roles that dogs have in our society. The common first aid kit contents should include a selection of different sized bandages, nonstick gauze, self-adhesive or crepe bandages, surgical tape, sterile absorbent gauze, blunt ended scissors, cotton wool, sterile water. Every first aid box should contain a list of the contents of the box, protective gloves to wear during the administration of first aid and yellow contaminated waste bags for the disposal of materials contaminated with body fluids.

Teaching Strategies and Learning Activities

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Methods of Assessment

This unit will be internally assessed as well as internally and externally moderated against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Minimum requirements when assessing this unit

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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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Additional Information

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Key Resources

Essential:

- > Royal Veterinary College first aid guide; <https://www.rvc.ac.uk/small-animal-vet/general-practice/pet-care-advice/first-aid-guide>.
- > Essential: Gov.co.UK; Code of Practice For The Welfare of Dogs Ref: ISBN 978-1-5286-0171-9.
- > The Code of Best Practice for the National Register of Groomers

Recommended:

- > First Aid for Dogs: The Essential Guide by Robert Duffy
- > The Dog Groomers Manual by Sue Gould
- > The Dog Grooming Business Course by Kristian Maris

Dog Grooming Health Checks on a Dog – Y/650/8241

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. However, as detailed within this document specific assessment criteria **must** be covered and evidenced for assessment.

Indicative Content

Learning Outcome 1. Be able to complete dog grooming health checks

Learners must be observed undertaking a full health check of a dog by assessing its appearance. This check is based on the appearance of the dog, so temperature and pulse rates are not taken. Learners should check the dogs coat for cleanliness, infestation and bald spots, the skin should be checked for cleanliness, irritation, infestation, trauma and wounds and the ears and eyes should be checked for cleanliness and discharge, the mouth and mucus membranes can be checked for capillary refill and general health and the teeth for health and cleanliness. The feet can be checked for overgrown nails and pad condition.

Learners can be provided with a picture or photograph of a dog and be asked to identify the key anatomical points of the dog's body. Simple identifications such as eye, tail and ear should be accompanied by more technical information such as withers, crest, hock and prosternum.

The appropriate movement of a dog can only be identified through observation. This part of the element should be assessed through a series of observations made by the learner on different dogs.

Appropriate movement will vary between different breeds. Learners observing a dog walking will note that 3 paws will remain on the floor at all times, the dog will lift each leg in turn, in an effortless motion in regular sequence. Effortless motion is generally appropriate motion.

Learning Outcome 2. Know the process of monitoring and reporting on a dog's health status

Learners must be aware of the need for comprehensive records to be kept when a dog is first offered to be groomed. Records must be taken at the first

meeting with the client to include the clients name, address home and work telephone numbers, the dogs vet name and telephone number and the dog's health history. Different groomers will have different template documents to complete for this purpose and while it is not mandatory for learners to present these documents as evidence it is good practice to do so as the evidence produced from taking the required detail in a real-World situation will be better learning than a learner describing what they would do. Only with this background information in place can a reliable report on the dog's health status be obtained.

The learner must assess the dog's appearance prior to commencing with a practical grooming task. This evidence should be obtained by questioning of the client, checking records and recording typical breed characteristics. This information can be recorded as question and answer or learner assignment work. The learner should also assess the dog's behaviour and character through visual checks and by interacting with the dog prior to the task. The learner must make a judgement on the dog's appearance and general health using client supplied background information and health checks undertaken.

The dog's appearance and health condition can change during the grooming process, the learner must show that they have undertaken assessments of the dog's general health during the task. This evidence should be recorded. Evidence of the learner assessing a dog's health at multiple points before and during the task, and then recording their findings should be collected as part of a practical observation. Identification of nervous, potentially aggressive dogs and dogs with disabilities or skin conditions should be identified correctly.

Learners must ensure that clients requirements are noted down at the time of the initial discussions, and that the resulting specifications for the groom are agreed by the client prior to accepting the dog for grooming. Learners must identify the dogs breed and coat type, intended activities and general condition and suggest an appropriate groom using appropriate techniques.

Learners must understand the importance of good communication with the clients and should outline the information that they will collect and use to ensure that the health of the dog is maintained throughout the groom.

Learners must consistently demonstrate safe working practice across all of the grooms that are used as evidence in their portfolios. Learners must be aware of and be able to state the purpose of adhering to the Health and Safety at Work Act 1974. Learners must be aware of and be following centre policies and procedures regarding safe working practices. Assessment of this element can be in the form of learner narrative to gather the learners underpinning knowledge of legislative and organisational safe working practices, and through practical observation records which should detail learners adhering to safe working practices in dog grooming.

The element must be assessed through observation of practical tasks. Learners must compile a portfolio of grooms where they have worked in accordance with best practice, health and safety legislation and the Animal Welfare Act 2006. In order to evidence their knowledge of the correct restraint techniques and appropriate PPE required in the workplace and implications for non-compliance, learners should also produce written evidence of their knowledge.

Learners must be able to identify what the signs of stress are in dogs and how not using the correct restraint techniques can exaggerate stress and aggression in dogs.

Learners must be able to describe the signs of stress to include yawning, panting, pacing, lip-licking, ears pinned back, dilated pupils, whites of the eyes showing. Some contraindications to these signs include panting which may also indicate a hot or excited dog, and yawning, as the dog may be tired.

The signs of stress and contraindications in a dog can be minimised by using some of the following: removing the dog from the stressful situation to a quiet and calm area, exercising the dog, keeping the dog entertained and through the manner in which groomers speak to the dog.

The learner must be able to recognise the importance of using the correct restraint and handling equipment when undertaking health checks and must be able to produce a narrative explaining the importance of using appropriate equipment and techniques. The reasons include, safety of the person undertaking the health checks and those around them, and the safety of the dog. Learners should be able to explain using examples how some of the equipment can be used to ensure that safety of the groomer and dog are maintained.

Some signs of normal appearance include:

- Gums - pink, not red, not inflamed, not pale or blue in colour
- Teeth - white and stable, not coated in brown deposit, not black
- Nose - damp, smooth, no discharge
- Eyes - bright, no discharge, no cloudiness
- Skin - clean and smooth, no discoloration (except in coloured skin breeds), no sores, flakes wounds or irritation
- Coat - clean, not greasy, no bald patches, no signs of infestation
- Limbs - no swelling, no abnormal angles, easily moved
- Genital area - no discharge, clean, no signs of staining
- Body condition - upright, moving effortlessly, no limping, no staggering, no lumps, no bumps or swellings

Learners may wish to produce a narrative to compare visual signs of good health to visual signs of poor health. Using the headings in elements 2.10 and

Learners should compare healthy signs of posture, upright, steady, in proportion to signs of poor health in posture with a drooped head, tail between legs, wobbly or reluctant to stand, swellings or lumps visible etc.

Endoparasitic infections include round worms, and heartworms. Learners should be able to identify the signs of endoparasitic infections, for example, scratching of the anal area, visual inspection of faeces for round worm and a persistent cough and fatigue for heartworm.

Ectoparasitic infections include fleas, ticks and mites. The signs displayed for most of these parasites is scratching and irritation. Visual signs include parasite dirt on the skin. Ticks do not always cause irritation but can be identified through visual inspection.

Both endoparasitic and ectoparasitic parasites can introduce infection into a dog. Symptoms vary but generally include loss of hair and skin eruptions for ectoparasitic infections and dark tar like faeces with loss of appetite, weight loss and lethargy for endoparasitic infections.

Treatment for endoparasitic and ectoparasitic infections involve veterinary prescription of medication.

The risks of dogs being 'in season' include injury to the dog when the groomer tries to clip fur around the sensitive and swollen vaginal and nipple areas, other dogs in the groom shop becoming agitated and poorly behaved. In season bitches tend to be less well behaved and can cause issues for themselves and the groomer when they are being groomed.

Learning Outcome 3. Know how to recognise and promote dog's wellbeing

Groom businesses must ensure that they have suitably trained staff in order to ensure that the welfare of dogs is maintained. The premises should be big enough to allow room for a quiet area for nervous or stressed dogs to be treated. A secure outside area where the dogs can be in the open air and relieve themselves is beneficial. Tools and equipment must be fit for purpose and be checked and maintained. Dogs must have access to water when required. Businesses should ensure that their grooming practices comply with the Animal Welfare Act 2006 and the Health and Safety at Work Act 1974.

Groomers must ensure that they work to the Animal Welfare Act 2006. Groomers must ensure that they regularly check signs of the dog's health, stress levels and behaviour during grooming and they must allow dogs access to water and opportunity to move freely after a groom has been completed.

Learners should evidence their understanding of preventative care and describe the benefits of some forms of preventative care in dog grooming and in dog ownership such as vaccinations, flea treatments, nail clipping, working dog clipping.

Learners should describe a minimum of two different emergency situations to cover; an emergency with the dog being groomed, collapsing for example. Learners must state the first aid that they would administer to help stabilise the dog before explaining who they would contact for further advice. An emergency situation with the premises would require different protocols, action to take in case of a fire alarm or evacuation for example would vary with each centres own policies and risk assessments. Learners should explain what action should be taken in what order following the centres risk assessments and policies.

Any defect in a breed can require a groomer to adjust a grooming plan prior to commencing. All dogs must be thoroughly examined prior to grooming in order to assess whether the groomer has suitable equipment and tools to groom a dog with a breed defect. Flat faced dogs tend to have more trouble breathing and can overheat quickly. These dogs must be given more space with regular breaks to ensure that welfare is maintained. Breeds that suffer with hip dysplasia must be handled and restrained with extra care, breeds that are susceptible to skin irritation should be treated with appropriate shampoos and grooming must be undertaken with care.

Learners should be able to outline the dogs body temperature control systems to include primary temperature control system of panting and vasodilation, and limited heat release through feet and nose. The most obvious system that a dog uses to maintain its body temperature is to change its environment in response to its body temperature. Evidence for this element can be collected through learner written narrative or by assessor questioning.

Monitoring dogs body temperature using invasive methods should only be necessary if they are presenting with signs of hypo or hyperthermia. If left with space, dogs can regulate their own body temperature by finding cooler or warmer places to lay down. In hot weather cooling mats or cooling coats can be used to help a dog to regulate its body temperature. In winter coats can be used to give the dog insulation and keep body heat in.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Minimum requirements when assessing this unit

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Evidence of Achievement

Evidence presented to support achievement is not prescribed for each learning outcome. It could typically include:

- > Product evidence
- > Observation reports
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met. Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts. All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

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Key Resources

Essential:

- > Notes from the Grooming Table by Melissa Verplank.
- > Essential: Gov.co.UK; Code of Practice For The Welfare of Dogs Ref: ISBN 978-1-5286-0171-9.
- > The Code of Best Practice for the National Register of Groomers

Recommended:

- > The Stone Guide to grooming For All Breeds by Ben and Pearl Stone
- > The Dog Groomers Manual by Sue Gould

Engaging with Dog Grooming Clients – A/650/8242

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. However, as detailed within this document specific assessment criteria **must** be covered and evidenced for assessment.

Indicative Content

Learning Outcome 1. Be able to welcome and engage dog grooming clients

Evidence for this element can be in the form of a learner assignment or by videoing the learner welcoming clients to the groom business. Assessors may also wish to assess the task via observation and then complete an assessment record. Each groomer will have a different protocol for welcoming clients, learners should ensure that they follow all centre policies and risk assessments for dealing with clients and should ensure that they welcome clients in a consistent and professional manner.

Effective and appropriate communication will be demonstrated by the learner gaining all of the required information to be able to accept the dog for grooming. Centres may use pro-forma documentation to collect client details, these should be used by learners where they exist and should be included in the learner portfolio of evidence. This element must be assessed by an observation of the learner communicating with the clients.

Learners must describe what information they would need to obtain from a client during an initial consultation. This should include name and address, work and home telephone numbers, veterinary surgeon where the dog is registered, phone number and address, dogs' health history, medication lists etc, dogs' general behaviour, likes, dislikes etc. if it has been groomed before and how the dog reacted to it.

This element must be assessed as an observation of the learner meeting with and a client. Learners must ensure that organisational requirements are met. Each client will have their own specific needs, as will every dog which is offered to the groomer, learners must evidence that they have discussed specific client needs, the specific needs of each dog and the required final finish of the groom which should be in accordance with the dogs' intended activities, the breed and the coat type. Learners should meet with and communicate with clients according to the centres risk assessments and health and safety policies.

Learners must evidence an understanding of the centre policies and procedures with regards health and safety, and a knowledge of the Health and Safety at Work Act 1974.

Learners must explain how they would promote a positive first impression and how this would help to create a loyal and confident customer. Evidence for this element can be collected through written narrative and should be submitted in the learners' own words.

Learning Outcome 2. Be able to deal with customer complaints

Each grooming centre will have their own procedures for dealing with and recording customer complaints. It is recognised that dealing with customer complaints is a sensitive issue which most businesses would usually prefer to deal with at a management level, however learners must be able to deal with, and record customer complaints.

Learners should submit written evidence of their knowledge of their centres policies and procedures in dealing with complaints. Simulated customer meetings can be used to assess the learner's ability to appropriately communicate with dissatisfied clients, appropriately record the complaint and suggest ways in which the complaint can be actioned to maintain customer satisfaction. Learners should however be given opportunity to deal with customer complaints in a real-World situation, if opportunity arises, before the end of their qualification. Learners will only have a full understanding of dealing with dissatisfied customers if they have opportunity to do so.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Additional Information

Additional guidance for delivering and assessing Skills and Education Group Awards qualifications and information about Internal Quality Assurance is available on the website.

Key Resources

Essential:

- > British Isles Grooming Association; <https://www.mybiga.org>
- > Notes from the Grooming Table by Melissa Verplank.
- > The Dog Grooming Business Course by Kristian Maris
- > Gov.co.UK; Code of Practice For The Welfare of Dogs Ref: ISBN 978-1-5286-0171-9.
- > The Code of Best Practice for the National Register of Groomers

Recommended:

- > The Stone Guide to grooming For All Breeds by Ben and Pearl Stone