



SEG Awards Level 3 Award in Canine Care and Welfare

England – 610/3404/6

Qualification Guidance

About Us

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

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

The system is accessed via a web browser by connecting to our secure website using a username and password:

[Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code

The specification code is A9245-03.

Issue	Date	Details of change
1.0	3 rd November 2023	New qualification guide

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

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

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Introduction

The SEG Awards Level 3 Award in Canine Care and Welfare has been designed to develop knowledge and skills within Canine Care and Welfare.

Pre-requisites

There are no entry requirements for this qualification however, it is expected for Learners to have working knowledge of at least Level 2.

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

Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Award in Canine Care and Welfare

Learners must achieve 12 credits. All credits must come from the 2 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 12				
Care of Canines in Settings	T/650/8944	3	7	60
Canine Behaviour	Y/650/8945	3	5	40

Aim

The SEG Awards Level 3 Award in Canine Care and Welfare has been designed to provide learners with the knowledge of caring for Canines in different settings.

Target Group

The SEG Awards Level 3 Award in Canine Care and Welfare is designed for learners of the age of 16 and over, who are currently working with Canines and wishing to formalise their learning or for those Learners who are new to Canine care.

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Practical Hours Requirement

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

Assessments

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

Resources

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

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Progression Routes Flow Chart

Teaching Strategies and Learning Activities

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

Progression Opportunities

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment within animal care settings.

This qualification goes hand in hand with a variety of Skills and Education Group Awards regulated qualifications within the Animal Care sector, supporting learners' knowledge and experience in xxx, which will support learners progress on to the following qualifications/areas:

- SEG Awards Level 3 Diploma for Animal Welfare Officers
- SEG Awards Level 3 Diploma in Assistance Canine Training
- SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare
- SEG Awards Level 3 Diploma in Feline Care, Welfare and Behaviour
- SEG Awards Level 3 Diploma in Work-Based Animal Care and Welfare

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- SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour

The two (and only) units from this qualification feed into the SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare qualification.

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

Tutor / Assessor Requirements

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

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

Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification	
SEG Awards Level 3 Award in Canine Care and Welfare	
Qualification Purpose	<p>Learners will aim to advance their skills and knowledge in the care, management and welfare of canines. Learners will identify the needs of canines when in kennels, home boarding facilities and day care and they will also explore the body language and behaviour signals seen in canines.</p> <p>Occupations within Animal Care Services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.</p>
Age Range	Pre 16 16-18 ✓ 18+ ✓ 19+ ✓
Regulation	The above qualifications are regulated by: <ul style="list-style-type: none"> Ofqual
Assessment	Portfolio of Evidence
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail Only
Operational Start Date	03/11/2023
Review Date	03/11/2026
Operational End Date	
Certification End Date	
Guided Learning (GL)	100
Total Qualification Time (TQT)	120
Credit Value	12
Skills and Education Group Awards Sector	Animal Care

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Regulator Sector	3.3 - Animal care and veterinary science
Support from Trade Associations	

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Unit Details

Care of Canines in Settings	
Unit Reference	T/650/8944
Level	3
Credit Value	7
Guided Learning (GL)	60
Unit Summary	<p>Learners will identify the needs of Canines when in kennels, home boarding facilities and day care. This will include identifying welfare needs, health needs and emotional needs. Learners will know the risks posed to people working with animals and will be introduced to these risks, gaining the knowledge on how to minimise them.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand care of Canines in different settings	1.1 Describe the needs of Canines in different settings 1.2 Explain how to provide for Canines in different settings 1.3 Explain Canine welfare issues encountered in different settings 1.4 Describe techniques for dealing with welfare issues in Canines 1.5 Describe prevention of welfare issues in different settings
2. Understand diseases affecting Canines in different settings	2.1 Describe common diseases affecting Canines in different settings 2.2 Evaluate Canine disease transmission and prevention in different settings

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	2.3	Assess the risk of Canine disease transmission in different settings
3. Know the risks of working with Canines	3.1	Describe correct procedures for entering and exiting areas with Canines
	3.2	Analyse risks of entering and exiting areas with Canines
	3.3	Explain the use of PPE when working with Canines
	3.4	Describe safe interactions with Canines in different settings
	3.5	Recognise safe and unsafe play in Canine settings
4. Understand Canine environmental enrichment	4.1	Know the reasons for providing environmental enrichment for Canines
	4.2	Describe methods of providing environmental enrichment to Canines in different settings

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Canine Behaviour	
Unit Reference	Y/650/8945
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	<p>Learners will explore body language and behaviour signals seen in Canines. This includes the causes and signs of different undesirable behaviours and techniques used to modify behaviours. Aggression will also be examined, including how to recognise the signs and situations leading up to aggressive behaviour.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand Canine body language	1.1 Identify different body language signals seen in Canines 1.2 Evaluate body language in Canines 1.3 Describe terminology used in Canine behaviour
2. Understand aggression, fear and stress in Canines	2.1 Explain causes and signs of stress seen in Canines 2.2 Explain causes and signs of fear seen in Canines 2.3 Explain causes and signs of aggression seen in Canines
3. Know the escalation of aggression in Canines	3.1 Describe the ladder of aggression in Canines 3.2 Describe the links between stress, fear and aggression in Canines

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4. Understand Canine behaviour issues	4.1	Identify behavioural issues seen in Canines
	4.2	Explain behaviour modification techniques for behaviour issues in Canines

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

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

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

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

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

Certification

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

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

Exemptions

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

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Glossary of Terms

GL (Guided Learning)

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

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

Examples of Guided Learning include:

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

TQT (Total Qualification Time)

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

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

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

Examples of unsupervised activities that could contribute to TQT include:

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