SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare

England – 610/3410/1

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.

Copyright

Specification Code

The specification code is D9246-03.

Issue	Date	Details of change
1.0	3rd 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.

Qualification Guidance

Contents

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.

Introduction

The SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare has been designed to provide Learners with the knowledge of caring for Canines to provide high welfare standards and knowledge of their behaviour.

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 Diploma in Canine Care, Behaviour and Welfare

Learners must achieve 42 credits. All credits must come from the 7 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 42				
Canine Legislation	H/650/8967	3	5	30
Canine Origins	J/650/8968	3	6	50
How Canines Learn	K/650/8969	3	6	50
Canine Behaviour	Y/650/8945	3	5	40
Caring for Canines	R/650/8970	3	6	60
Care of Canines in Settings	T/650/8944	3	7	60
Moving Canines Safely	T/650/8971	3	7	60

Aim

The SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare has been designed to provide learners with the knowledge of caring for Canines to provide high welfare standards and knowledge of their behaviour.

Target Group

The SEG Awards Level 3 Diploma in Canine Care, Behaviour 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, behaviour and welfare.

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 canine 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 4 Diploma in Canine Welfare, Training and Behaviour
- SEG Awards Level 5 Diploma for Canine Behaviour Practitioners
- SEG Awards Level 6 Diploma in Applied Canine Behaviour Management

The two (and only) units from the SEG Awards Level 3 Award in Canine Care and Welfare qualification feed into this qualification:

- SEG Awards Level 3 Care of Canines in Settings
- SEG Awards Level 3 Canine Behaviour

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.

Qualification Summary

Qualification	
SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare	
Qualification Purpose	This qualification provides learners with the knowledge and skills in the care, understanding, and welfare of canines. Learners will get an overview of canine legislation, training methods used to reinforce learning, canine origins, exploring body language and behaviour signals seen in canines, the basics of canine care including first aid, grooming for welfare and whelping, the safe handling and moving of canines and identifying the needs of canines when in kennels, home boarding and day care facilities. 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.

Age Range	**Pre 16**		**16-18** ✓	**18+** ✓	**19+**	✓

Regulation	The above qualifications are regulated by: • Ofqual
Assessment	Portfolio of Evidence
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail Only
Operational Start Date	03/11/2023
Review Date	03/11/2026
Operational End Date	
Certification End Date	
Guided Learning (GL)	350
Total Qualification Time (TQT)	420
Credit Value	42

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Skills and Education Group Awards Sector	Animal Care
Regulator Sector	3.3 - Animal care and veterinary science
Support from Trade Associations	

Unit Details

Canine Legislation

Unit Reference	H/650/8967
Level	3
Credit Value	5
Guided Learning (GL)	30
Unit Summary	Learners will look at the Legislations involved in Canine care, including situations when these Legislations may be enforced. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	**The learner can**	
1. Understand Legislation relating to Canines	1.1	Explain the impact of the Animal Welfare Act 2006 on Canines
	1.2	Analyse the Dangerous Dogs Act 1991
	1.3	Describe other Legislation relating to Canines
2. Know situations where Legislation may be enforced	2.1	Evaluate situations where the Dangerous Dogs Act 1991 may be enforced
	2.2	Evaluate situations where the Animal Welfare Act 2006 may be enforced

Canine Origins

Unit Reference	J/650/8968
Level	3
Credit Value	6
Guided Learning (GL)	50
Unit Summary	Learners will be introduced to the concepts of ethology and Canine origin, looking at the relationship between breeds and their specific traits. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Know the origins of, and links between evolution and Canine behaviour	1.1	Describe the origins of Canines
	1.2	Explain the link between evolution of Canines and their domesticated behaviour
2. Understand Canine social behaviours	2.1	Evaluate social behaviours seen in Canines
	2.2	Describe issues with social behaviours in Canines
	2.3	Analyse training methods used to prevent and manage problematic social behaviour
3. Know Canine breed traits	3.1	Describe specific traits seen in Canine breeds
	3.2	Explain how breed traits can result in behavioural issues
4. Understand Ethology	4.1	Describe the concepts of Ethology
	4.2	Explain Ethology concepts specifically related to Canines

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How Canines Learn

Unit Reference	K/650/8969
Level	3
Credit Value	6
Guided Learning (GL)	50
Unit Summary	Learners will examine the use of training methods to reinforce learning. Positive and negative methods are investigated, with Learners assessing the impact of both on the behaviour and welfare of Canines. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	*The learner can*	
1. Understand Canine learning theories	1.1	Evaluate the four quadrants of Canine learning
	1.2	Describe classical conditioning
	1.3	Evaluate the use of classical conditioning in Canines
2. Know Canine dominance theory	2.1	Explain dominance theory in terms of Canine behaviour and training
	2.2	Describe potential issues with dominance-based training
3. Understand force free Canine behaviour modification	3.1	Explain the term force-free Canine training with examples
	3.2	Analyse the use of force free Canine training methods
	3.3	Describe how force free Canine training can be used to correct behavioural issues
4. Understand reinforcement and	4.1	Evaluate punishment and positive and negative

punishment in Canine training		reinforcement used in Canine training
	4.2	Evaluate the impact of punishment and positive and negative reinforcement on Canine welfare and behaviour
	4.3	Analyse the use of reinforcement schedules in Canine training

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Canine Behaviour

Unit Reference	Y/650/8945
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	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.
	This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	**The learner can**	
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 |

Caring for Canines	
Unit Reference	**R/650/8970**
Level	**3**
Credit Value	**6**
Guided Learning (GL)	**60**
Unit Summary	Learners will be introduced to the basics of Canine care including first aid, grooming for welfare and whelping. The social development of puppies will be examined along with the positive ownership of Canines. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	***The learner can***	
1. Know stages of whelping and puppy development	1.1	Describe the whelping process
	1.2	Evaluate equipment and requirements for caring for neonate puppies
	1.3	Explain factors to ensure the whelping and neonate puppy process is free of issues
	1.4	Know puppy socialisation development
	1.5	Describe methods and timelines for providing puppy socialisation
2. Understand Canine first aid	2.1	Describe basic Canine first aid
	2.2	Evaluate possible first aid situations in Canines
	2.3	Explain how first aid emergencies can be avoided
3. Know basic Canine grooming for welfare	3.1	Identify grooming equipment used for Canine welfare grooms

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	3.2	Describe the use of basic Canine grooming equipment
	3.3	Describe the bathing and drying process in Canines
	3.4	Identify risks and hazards involved in grooming Canines for welfare
4. Understand positive stewardship	4.1	Describe positive Canine stewardship
	4.2	Explain good welfare in Canines

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Care of Canines in Settings

Unit Reference	T/650/8944
Level	3
Credit Value	7
Guided Learning (GL)	60
Unit Summary	Learners will identify the needs of Canines when in kennels, home boarding facilities and day care including welfare needs, health needs and emotional needs. Learners will know the risks posed to people working with animals which is vital, and learners will be introduced to these risks and learn how to minimise them. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	**The learner can**	
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

Moving Canines Safely	
Unit Reference	**T/650/8971**
Level	**3**
Credit Value	**7**
Guided Learning (GL)	**60**
Unit Summary	Learners will observe Canines in different situations before, during and after handling and moving, to ensure the process is stress free and suited to the situation. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***	
1. Understand safe Canine handling practices	1.1	Evaluate the use of PPE for working safely with Canines
	1.2	Describe the need for planning to work safely with Canines
	1.3	Evaluate the body language of Canines in different situations
	1.4	Explain safety checks required when working with Canines
2. Understand safe Canine walking techniques	2.1	Describe correct approach of Canines in different situations
	2.2	Explain Canine walking techniques and equipment
3. Know how to restrain stray Canines	3.1	Identify the equipment for restraining stray Canines in different situations
	3.2	Explain how to minimise and manage stress when moving stray Canines
4. Know Canine related legislation	4.1	Describe legislation relating to moving Canines

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| 5. Understand stress when moving Canines | 5.1 | Explain how to recognise stress when moving Canines |
| | 5.2 | Describe how to diffuse a stressful situation for Canines |

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:
  - o Original certificates OR
  - o 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.

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.