



## SEG Awards Level 3 Award in Small Animal Care and Welfare

England – 610/3425/3

## 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](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### Specification Code

The specification code is A9247-03.

Issue	Date	Details of change
1.0	10 <sup>th</sup> 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.*

## Qualification Guidance

### Introduction

The SEG Awards Level 3 Award in Small Animal Care and Welfare has been designed to develop knowledge and skills within care and welfare for small animals.

### 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 Small Animal Care and Welfare

Learners must achieve 11 credits. All credits must come from the 2 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 11				
Small Animal First Aid	M/650/9111	3	6	40
The Needs of Small Animals	R/650/9112	3	5	30

### Aim

The SEG Awards Level 3 Award in Small Animal Care and Welfare has been designed to provide learners with an introduction to the care and welfare of small animals.

### Target Group

The SEG Awards Level 3 Award in Small Animal Care and Welfare is designed for learners of the age of 16 and over, who are currently working with small animals or planning to in the future. This qualification will allow

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learners to formalise their learning, especially if they are looking after small animals in any capacity.

## **Assessment**

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

## **Practice Assessment Material**

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Award in Small Animal Care and Welfare.

## **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**

Learners may progress on to further studies within Animal Care or even employment in roles such as pet boarding, pet shops or small animal rescues.

Learners could also look to progress within various other regulated qualifications within the Animal Care sector that Skills and Education Group Awards offers, to expand on their knowledge and experience in animal care further.

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.

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### 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

<b>Qualification</b>	
SEG Awards Level 3 Awards in Small Animal Care and Welfare	
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
<b>Age Range</b>	<b>Pre 16</b> <b>16-18</b> ✓ <b>18+</b> ✓ <b>19+</b> ✓
<b>Regulation</b>	The above qualifications are regulated by: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>
<b>Assessment</b>	Portfolio of Evidence
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Grading</b>	Pass/Fail Only
<b>Operational Start Date</b>	10/11/2023
<b>Review Date</b>	10/11/2026
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	70
<b>Total Qualification Time (TQT)</b>	110
<b>Credit Value</b>	11
<b>Skills and Education Group Awards Sector</b>	Animal Care
<b>Regulator Sector</b>	3.3 - Animal care and veterinary science
<b>Support from Trade Associations</b>	

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### Unit Details

<b>Small Animal First Aid</b>	
<b>Unit Reference</b>	<b>M/650/9111</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning (GL)</b>	<b>40</b>
<b>Unit Summary</b>	In this unit, Learners will examine the reasons for and rules around the provision of first aid to small animals, looking at different types of emergency situations and how to deal with these if they occur.
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.6)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Know the principles of animal First Aid	1.1 Describe the ABC in animal First Aid 1.2 Explain the rules of animal First Aid 1.3 Explain how to triage an animal First Aid emergency 1.4 Describe how to take the pulse rate of a small animal 1.5 Classify animal First Aid emergency situations
2. Know the contents of an animal First Aid kit	2.1 Describe the contents of a First Aid kit suitable for small animals 2.2 Explain key information needed to inform the vet of an incoming small animal emergency
3. Understand the provision of animal First Aid	3.1 Describe why it is important to provide emergency First Aid to animals



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	3.2	Explain who can perform First Aid on animals in an emergency situation
	3.3	Evaluate when to call the vet in an emergency situation
4. Know the examination of an animal requiring First Aid	4.1	Explain the key observation points during an examination of an animal requiring First Aid
	4.2	Describe the different types of wounds that can be found on small animals
	4.3	Explain the substances that are toxic to a range of small animals
	4.4	Describe the signs of hyper and hypothermia in a range of small animals
	4.5	Explain the different types of burns that can be found on small animals
5. Know how to administer First Aid treatment to small animals	5.1	Describe the signs to take for First Aid treatment of different wounds in a range of small animals
	5.2	Explain the steps taken to treat an animal that may be choking
	5.3	Describe the steps taken to treat a sting in a range of small animals
	5.4	Explain how to treat hyper and hypothermia in a range of small animals
	5.5	Describe how to treat different types of burns in a range of small animals
	5.6	Describe how to deal with a small animal having a suspected seizure

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<b>The Needs of Small Animals</b>	
<b>Unit Reference</b>	<b>R/650/9112</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	Learners will know how to correctly ensure welfare is upheld and why it is an important part of small animal care. This unit will explore the necessary health and welfare measures to take when looking after small animals, along with governing legislation.
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand how to care for small animals	1.1 Describe the responsibilities of an individual when caring for a range of small animals  1.2 Explain how to maintain health and welfare for a range of small animals  1.3 Assess the housing requirements for a range of small animals
2. Know how to monitor animal health and welfare	2.1 Describe health and welfare checks that are necessary for a range of small animals  2.2 Evaluate the frequency of health checks that are necessary for a range of small animals
3. Know the welfare needs of small animals	3.1 Explain the welfare requirements when keeping a range of small animals
4. Understand small animal behaviour	4.1 Describe normal behaviour seen in a range of small animals  4.2 Evaluate the role of environmental enrichment in small animal health and welfare

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	4.3	Explain the influences on behaviour in a range of small animals
5. Know legislation in relation to small animal care	5.1	Evaluate legislation relevant to small animal care and welfare
	5.2	Describe the steps to take when poor welfare of small animals is suspected

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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.