



## SEG Awards Level 3 Certificate for Pet Care in Retail

England – 610/3442/3

## 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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### Specification Code

The specification code is C9249-03.

Issue	Date	Details of change
1.0	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

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### **Qualification Guidance**

*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 Certificate for Pet Care in Retail has been designed to develop knowledge and skills when providing care for pets within a retail environment.

### 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 Certificate for Pet Care in Retail

Learners must achieve 36 credits. All credits must come from the six mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Min Credit Target - 36</b>				
Pet Care in Retail Legislation	H/650/9136	3	6	40
Animal Care and Welfare in Pet Retail	J/650/9137	3	10	80
Customer Care in Pet Retail	K/650/9138	3	4	30
Providing Advice to New Pet Owners	L/650/9139	3	4	30
Keeping Animals as Pets	T/650/9140	3	6	50
Feeding Pet Animals	Y/650/9141	3	6	50

## **Qualification Guidance**

### **Aim**

The SEG Awards Level 3 Certificate for Pet Care in Retail has been designed to provide learners with a framework of knowledge when providing customer care and looking after pets in a retail environment.

### **Target Group**

The SEG Awards Level 3 Certificate for Pet Care in Retail is designed for learners of the age of 16 and over, who are currently working in pet shops or planning to in the future.

This qualification will allow learners to formalise their learning, if already working in the field and caring for pets.

### **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

### **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.

## **Qualification Guidance**

### **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 pet shops.

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 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.

### **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 Guidance

# Qualification Summary

<b>Qualification</b>	
SEG Awards Level 3 Certificate for Pet Care in Retail	
<b>Qualification Purpose</b>	This qualification provides learners with the knowledge and skills essential to deliver high-quality pet care and customer service within a retail setting. It covers key areas, such as retail legislation, animal welfare, liaising with customers, nutrition and the responsible sale of pets and pet products, in alignment with industry standards and regulatory requirements.
<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>	17/11/2023
<b>Review Date</b>	17/11/2026
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	280
<b>Total Qualification Time (TQT)</b>	360
<b>Credit Value</b>	36
<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>	



## Qualification Guidance

### Unit Details

<b>Pet Care in Retail Legislation</b>	
<b>Unit Reference</b>	<b>H/650/9136</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>	<p>This unit explores the legislative requirements for working in a pet care retail environment. Responsible pet ownership is the focus of the unit whereby employees are empowered to provide this information to potential pet owners.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand Legislation relating to pet care in retail	1.1 Explain the Animal Welfare Act 2006 in relation to selling pets in a pet shop  1.2 Describe the Animal Welfare Act 2006 in relation to responsible pet ownership  1.3 Describe the Animal Welfare (Licensing of Activities involving Animals) (England) regulations 2018
2. Know responsible pet ownership	2.1 Evaluate the Animal Welfare Act 2006 and its influence on responsible pet ownership, including keeping exotic species  2.2 Explain how to communicate responsible pet ownership to potential new owners

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<p>3. Know legislation related to pet care in retail</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Describe own responsibilities under Environmental legislation</p> <p>Explain responsibilities of employers and employees under the Health and Safety at Work Act 1974</p> <p>Describe COSHH regulations related to an animal care environment</p>
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<b>Animal Care and Welfare in Pet Retail</b>	
<b>Unit Reference</b>	<b>J/650/9137</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>10</b>
<b>Guided Learning (GL)</b>	<b>80</b>
<b>Unit Summary</b>	<p>Learners will examine the health and welfare needs of animals commonly sold in pet shops, and how to maintain their welfare pre-sale.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<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 the environmental needs of animals	<p>1.1 Describe the accommodation requirements of a range of animals commonly kept as pets</p> <p>1.2 Evaluate the five animal needs in relation to accommodation of a range of animals commonly kept as pets</p> <p>1.3 Explain how to monitor and record the environmental conditions of a range of animals commonly kept as pets</p> <p>1.4 Evaluate the consequences of incorrect environments for a range of animals commonly kept as pets</p> <p>1.5 Analyse specialist environmental needs of a range of exotic animals commonly kept as pets</p> <p>1.6 Describe how to promote the general health and well-being of a range of animals commonly kept as pets</p>

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<p>2. Understand the provision of environmental enrichment</p>	<p>2.1</p> <p>2.2</p>	<p>Describe the reasons for providing environmental enrichment to animals commonly kept as pets</p> <p>Evaluate novel methods of providing environmental enrichment to a range of pre-sale animals commonly kept as pets</p>
<p>3. Understand how to health check pet animals</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Evaluate health checking methods for a range of animals commonly kept as pets</p> <p>Describe the components of a care plan for a range of animals commonly kept as pets</p> <p>Explain how to handle a range of animals safely during health checking procedures</p>
<p>4. Understand diseases, prevention and treatment</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p>	<p>Explain diseases seen in a range of animals commonly kept as pets</p> <p>Describe the signs of good and poor health in a range of animals commonly kept as pets</p> <p>Evaluate the effects of stress on the animals' body and behaviour</p> <p>Explain how to prevent diseases seen in a range of animals commonly kept as pets</p> <p>Describe the provision of treatments for common diseases seen in a range of animals commonly kept as pets</p>
<p>5. Understand hygiene procedures</p>	<p>5.1</p> <p>5.2</p>	<p>Describe the importance of hygiene and correct cleaning procedures</p> <p>Explain robust cleaning methods for animal areas</p>

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<b>Customer Care in Pet Retail</b>	
<b>Unit Reference</b>	<b>K/650/9138</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	<p>The unit examines the importance of customer care, staff wellbeing and stock management in the pet care in retail workplace, ensuring that learners are aware of the main components of a successful working environment.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand maintenance of a pet care retail environment	1.1 Describe the importance of correct stock management 1.2 Evaluate the process of stock management in a pet care in retail environment 1.3 Describe effective cleaning schedules for a pet care in a retail environment 1.4 Explain how to effectively market products in a pet care in retail environment
2. Know how to provide high levels of customer service	2.1 Describe how to promote the wellbeing of employees 2.2 Evaluate the importance of retaining regular customers 2.3 Explain how to provide excellent customer care in a retail environment

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	2.4	Describe how to deal with unhappy customers in a retail environment
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## Qualification Guidance

<b>Providing Advice to New Pet Owners</b>	
<b>Unit Reference</b>	<b>L/650/9139</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	<p>Learners will know how to provide correct advice to potential new owners when choosing a new pet, allowing them to be informed on good welfare practices. Learners will be asked to explore other potential methods of acquiring pets, and organisations involved in this.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the process of how to acquire a pet	1.1 Analyse the different methods of acquiring a pet  1.2 Explain the different organisations that are involved when acquiring a pet  1.3 Describe the current issues with pet ownership in the UK
2. Understand accurate matching of owner and pet	2.1 Describe the importance of accurate matching of owner and pet  2.2 Describe the information that is necessary to gather to judge a match between an owner and pet
3. Understand advice that is necessary to give to new pet owners	3.1 Evaluate the methods of providing care advice to potential new pet owners  3.2 Describe a care plan for pet owners to look after their new pet

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	3.3	Describe common errors made when caring for new pets and ways to communicate these to new pet owners, to avoid these errors from occurring
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## Qualification Guidance

<b>Keeping Animals as Pets</b>	
<b>Unit Reference</b>	<b>T/650/9140</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning (GL)</b>	<b>50</b>
<b>Unit Summary</b>	<p>The pet trade is one that faces many ethical challenges. Within this unit, Learners will examine the ethics behind pet ownership, along with the needs of animals in captivity and viewpoints relating to keeping animals as pets.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the reasons for pet ownership	1.1 Explain why a range of species sold in pet shops are desirable to be kept as pets  1.2 Evaluate the advantages and disadvantages of pet ownership  1.3 Describe the recognition of animal as sentient beings and how this affects ownership
2. Understand ethical pet ownership	2.1 Analyse the supply of pets into the pet trade  2.2 Evaluate the ethics of keeping animals as pets  2.3 Evaluate the impact of the pet trade on wild populations
3. Understand the welfare requirements of pet animals	3.1 Describe the five animal needs in relation to pet ownership

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	3.2	Explain the relation between animals in the wild and their requirements in captivity
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<b>Feeding Pet Animals</b>	
<b>Unit Reference</b>	<b>Y/650/9141</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning (GL)</b>	<b>50</b>
<b>Unit Summary</b>	<p>Learners will look at the nutritional needs of pet animals and how to provide the food in a way to maintain health and enrich welfare. Prevention and treatment of nutritional deficiencies will also be examined in the unit to provide an overall overview of feeding animals for health and welfare.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the different groups of nutrients	1.1 Identify the different nutrient groups 1.2 Explain the function and importance of the groups of nutrients that make a balanced diet 1.3 Describe the locations of digestion in the body
2. Understand the different food types and strategies	2.1 Analyse the foods used to provide a balanced diet to a range of animals kept as pets 2.2 Describe feeding strategies for a range of animals commonly kept as pets
3. Understand balanced diets	3.1 Evaluate the specific dietary needs of a range of animals commonly kept as pets

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	3.2	Develop feeding plans for a range of animals commonly kept as pets
4. Understand potential issues related to feeding	4.1	Evaluate nutritional deficiencies seen in a range of animals commonly kept as pets
	4.2	Explain the prevention and treatment of nutritional deficiencies in a range of animals commonly kept as pets

## Qualification Guidance

# 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.