

**Learner Unit Achievement Checklist**

**SEG Awards Level 2 Award in Canine Care and Welfare**

**610/3471/X**

###### SEG Awards Level 2 Award in Canine Care and Welfare

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**J/650/9218 Canine Health Care - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the difference between common and rare breeds of Canine**1.2** Recognise the characteristics, traits and behaviours associated with different types of breeds**1.3** Explain the important aspects to domestication with relation to Canines**1.4** Explain the difference between the following groups of Canines and when these are most commonly chosen: Working Companion Service **1.5** Identify the comparison between natural and unnatural selection in Canine breeds |  |  |  |  |
| **2.1** Explain 3 of the frequently diagnosed health conditions in canines, the cause of the conditions and how they are treated**2.2** Identify ways to protect canines from illness**2.3** Explain the preparation steps needed to be able to safely complete a daily health check on a Canine**2.4** Describe what to look for when carrying out daily health checks on a Canine to meet the Canine’s welfare needs |  |  |  |  |
| **3.1** Describe the key responsibilities that humans need to demonstrate to ensure the basic welfare needs of a Canine are met**3.2** Identify how to safeguard the Canine, its family circle and other people within the wider society**3.3** Describe the positive impact of coexisting relationships between the human and the Canine and the impact this has on their overall wellbeing |  |  |  |  |

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| **TUTOR COMMENTS:****Name: Signature: Date:**  |

If chosen for sampling, Internal/External Moderators must complete the following:

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| INTERNAL MODERATOR COMMENTS:**Name: Signature: Date:**  |
| EXTERNAL MODERATOR COMMENTS:**Name: Signature: Date:**  |

Please ensure these forms are copied and distributed to each learner.

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**K/650/9219 Canine Training and Behaviour - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the qualities of different behaviours in Canines with consideration to: Age Breed Personality Past experiences**1.2** Outline the behaviour traits of an anxious Canine and how this can lead to unwanted behaviour**1.3** Explain how to manage anxiety in Canines**1.4** Identify preventative actions for unwanted behaviour in Canines |  |  |  |  |
| **2.1** Explain the purpose of The Animal Welfare Act 2006 and how this Act is relevant to Canines**2.2** Outline what key points are to be included within a Canine care plan to aid their behaviour and welfare**2.3** Outline how root problems and past experiences can have an impact on a Canines behaviour**2.4** Explain different procedures to stop welfare problems from occurring in the future |  |  |  |  |
| **3.1** Explain the specific training methods designed to improve Canine behaviour with reference to: Positive reinforcement Clicker training Mirror dog-training**3.2** Explain how Canines learn by: Repetitive training methods Receiving praise and treats **3.3** Explain the effects of positive and negative recognition in Canine training**3.4** Identify why controlling training is a negative approach with Canines |  |  |  |  |
| **4.1** List recommended training solutions for Canines that are free from force and punishment**4.2** Describe the specific equipment used during discipline training**4.3** Explain the issues forceful equipment and techniques can have on Canines when training |  |  |  |  |

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