



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

England – 610/3471/X

## 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 A9252-02.

Issue	Date	Details of change
1.0	November 2023	New qualification guide
1.1	November 2025	Added paragraph under Assessment heading to clarify the number of examples required when learners are asked to

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		demonstrate various methods or techniques
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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 2 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 1.

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 2 Award in Canine Care and Welfare

Learners must achieve 6 credits. All credits must come from the 2 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 6				
Canine Health Care	J/650/9218	2	3	10
Canine Training and Behaviour	K/650/9219	2	3	10

### Aim

The SEG Awards Level 2 Award in Canine Care and Welfare has been designed to provide learners with the knowledge and information regarding Canine care and welfare. Learners will acknowledge the specific behaviour in canines which include aggression and stress. They will learn how to provide care and create a calming atmosphere for animals in their care. The aim of this qualification is to prepare the learners to develop the knowledge and understanding in all aspects of caring for canines of all sizes and breeds, specifically kennel care and day care.

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### **Target Group**

The SEG Awards Level 2 Award in Canine Care and Welfare is designed for learners of the age of 16 and over, who have an interest in Canines, own Canines or aspiring to work with Canines.

### **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.

Unless stated otherwise, Skills and Education Group Awards require a minimum of three examples when learners are asked to demonstrate various methods or techniques. This requirement ensures that the learner shows a clear understanding of the 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.

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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 Canine and Small Animal Care and Welfare, which will support learners progress on to the following qualifications/areas:

- SEG Awards Level 3 Award in Canine Care and Welfare
- SEG Awards Level 3 Diploma in Canine Care and Welfare
- SEG Awards Level 4 Diploma in Canine Welfare, Training and 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.

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# Qualification Summary

Qualification	
SEG Awards Level 2 Award in Canine Care and Welfare	
<b>Qualification Purpose</b>	<p>Learners will develop the essential skills and knowledge in caring for canines and ensuring their well-being. Learners will also understand the fundamental values of canine and human relationships and how the use of training equipment.</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>
<b>Age Range</b>	<b>Pre 16</b> <b>16-18</b> ✓ <b>18+</b> ✓ <b>19+</b> ✓
<b>Regulation</b>	<p>The above qualifications are regulated by:</p> <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>	24/11/2023
<b>Review Date</b>	24/11/2026
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	20
<b>Total Qualification Time (TQT)</b>	60
<b>Credit Value</b>	6
<b>Skills and Education Group Awards Sector</b>	Animal Care



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<b>Regulator Sector</b>	3.3 - Animal care and veterinary science
<b>Support from Trade Associations</b>	

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### Unit Details

<b>Canine Health Care</b>	
<b>Unit Reference</b>	<b>J/650/9218</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>10</b>
<b>Unit Summary</b>	<p>Learners will recognise the essential requirements needed to aid health in Canines. Learners will identify common health issues linked with Canines and understand various methods to try and help prevent these issues from occurring.</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. Be able to identify the different breeds of Canines and justify why particular breeds are chosen	<p>1.1 Analyse the difference between common and rare breeds of Canine</p> <p>1.2 Recognise the characteristics, traits and behaviours associated with different types of breeds</p> <p>1.3 Explain the important aspects to domestication with relation to Canines</p> <p>1.4 Explain the difference between the following groups of Canines and when these are most commonly chosen:</p> <ul style="list-style-type: none"> <li>• Working</li> <li>• Companion</li> <li>• Service</li> </ul> <p>1.5 Identify the comparison between natural and unnatural selection in Canine breeds</p>

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2. Understand the common types of illness that can occur in Canine breeds	2.1	Explain three 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. Be able to understand the fundamental values of Canine and human relationships	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 a 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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<b>Canine Training and Behaviour</b>	
<b>Unit Reference</b>	<b>K/650/9219</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>10</b>
<b>Unit Summary</b>	<p>Learners will acknowledge and recognise the usual behaviour in Canines. They will identify how to help welfare and behaviour concerns, which occur through Canines everyday regime and relevant training, from occurring.</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 4.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to understand different types of behaviour in Canines and how to manage unwanted behaviour	1.1 Explain the qualities of different behaviours in Canines with consideration to: <ul style="list-style-type: none"> <li>• Age</li> <li>• Breed</li> <li>• Personality</li> <li>• Past experiences</li> </ul>
	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. Understand the use of appropriate plans to help stop behaviour and welfare concerns for 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

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		plan to aid their behaviour and welfare
	2.3	Outline how root problems and past experiences can have an impact on a Canine's behaviour
	2.4	Explain different procedures to stop welfare problems from occurring in the future
3. Understand the significance of Canine training methods and how Canines learn through training	3.1	Explain the specific training methods designed to improve Canine behaviour with reference to: <ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Clicker training</li> <li>• Mirror dog-training</li> </ul>
	3.2	Explain how Canines learn by: <ul style="list-style-type: none"> <li>• Repetitive training methods</li> <li>• Receiving praise and treats</li> </ul>
	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. Understand the purpose of introducing training equipment without using force	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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# 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.