

SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour

England – 610/3509/9

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 have 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

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code

The specification code is D9253-04.

Issue	Date	Details of change
1.0	December 2023	New qualification guide
1.1	December 2024	Amended the command verbs Demonstrate as they are knowledge ACs

1.2	November 2025	Added paragraph under Assessment heading to clarify the number of examples required when learners are asked to demonstrate various methods or techniques
1.3	December 2025	Amended sentence in Progression Opportunities as some text was missing
1.4	March 2026	Review date updated to 31/10/2028 Updated document to new company branding

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 Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour								
Qualification Purpose	<p>This qualification provides learners with the knowledge and practical expertise in understanding, managing, and improving canine welfare, training techniques, and behavioural practices. It will offer a comprehensive understanding of the biological, psychological, and environmental factors that influence a canine's well-being and behaviour.</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>							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualification(s) is regulated by Ofqual							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail Only							
Operational Start Date	01/12/2023							
Review Date	31/10/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	328							
Total Qualification Time (TQT)	420							

Credit Value	42
Skills and Education Group Awards Sector	Agriculture, Environment and Animal Care
Regulator Sector	3.3 - Animal care and veterinary science
Support from Trade Associations	

Introduction

The SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour has been designed to develop knowledge and skills within welfare, training, and behaviour of Canines.

Pre-requisites

Learners are required to have at least three years' working experience in the topic of Canine welfare, training and behaviour. Alternatively, learners are required to have successfully completed Level 3 Award in Canine Behaviour, Welfare and Training. All learners must be a minimum age of 18 to apply for this qualification.

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 4 Diploma in Canine Welfare, Training and Behaviour

Learners must achieve 42 credits. All credits must come from the 8 mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 42				
Canine Behavioural Issues	Y/650/9278	4	8	40

Structure and Functions of Canines	A/650/9279	4	6	50
Nutritional Diet for Canines	H/650/9280	4	3	28
Canine Biology	J/650/9281	4	8	70
Philosophy of Canine Training	K/650/9282	4	6	50
Ownership of Canines	L/650/9283	4	3	25
Physical Activities for Canines	M/650/9284	4	4	35
Organising a Canine Teaching Programme	R/650/9285	4	4	30

Aim

The SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour has been designed to provide learners with the knowledge and information regarding Canine welfare, training and behaviour. 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. Learners will develop the knowledge and understanding in all aspects of caring for Canines, of all sizes, and breeds, specifically kennel care and day care.

Learners will explore, in detail, how to care for Canines safely and correctly in a variety of settings. They will learn ways to identify and address difficult Canine behaviour, understand the indicators of stress and anxiety and know how to read the different signals of the Canine.

The qualification will further focus on a deeper level of how to care and maintain the welfare of Canines alongside understanding canine anatomy, physiology and nutrition.

Target Group

The SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour is designed for Learners of the age of 18 and over, who have an interest in learning and developing skills for Canine Care.

Practical hours Requirement

There is no external practical hour requirements attached to this qualification.

Assessment

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.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Indicative Content
- > Progression Routes

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

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 either employment or self-employment within the canine sector.

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 Welfare, Training and Behaviour, which will support learners progress on to the following qualifications/areas:

- > SEG Awards Level 5 Diploma for Canine Behaviour Practitioners
- > SEG Awards Level 6 Diploma in Applied Canine Behaviour Management

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.

Unit Details

Canine Behavioural issues	
Unit Reference	Y/650/9278
Level	4
Credit Value	8
Guided Learning (GL)	40
Unit Summary	<p>Learners will gain an understanding around the various types of behavioural issues identified in Canines and gain knowledge into how these behavioural issues can be controlled effectively, through training methods and therapies.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)
The learner will	The learner can
1. Be able to understand the different types of behavioural issues in Canines and the consequences that arises from the presented behaviours	1.1 Categorise the influences that can impact the behaviour of Canines with reference to: <ul style="list-style-type: none"> > Breed (or type) > Size > Personality > Past experiences 1.2 Analyse ways to implement support mechanisms to improve and develop a Canines behaviour
2. Be able to understand the significance of environment enrichment to stimulate a Canine	2.1 Illustrate the importance of socialisation for Canines and the benefits of exposure with other Canines 2.2 Compare and contrast the different types of training that can be implemented to develop positive behaviours in Canines

	2.3	Evaluate how a Canine's environment and lifestyle can impact on their behaviour and temperament
3. Be able to understand the effect of medicinal circumstances on Canine behaviour	3.1	Identify common Canine medical issues that have an impact on behaviour
	3.2	Define the ethical considerations when taking a Canine's welfare into account, when using medication for behavioural reasons
	3.3	Analyse the side effects linked to the below types of medication and how these can impact on a Canine's behaviour: <ul style="list-style-type: none"> > Sedative > Pain Relief > Anti-anxiety
	3.4	Assess how dosages and frequency of medication can have an impact on Canine behaviour
	3.5	Evaluate how Canine physiology affects the behaviour concerns in Canines
4. Be able to understand the characteristics of behaviour in Canines under stressed conditions	4.1	Explain the behaviours presented of a Canine under stress
	4.2	Outline how stress can have an impact on the following behaviours: <ul style="list-style-type: none"> > Eating > Activity levels > Sleep > Destructivity levels
	4.3	Analyse the environmental factors that are affected when a Canine is under stress and evaluate how best to support the Canine under these situations
5. Be able to understand familiar behaviour concerns and consequences linked to Canines	5.1	Determine significant behaviour issues in Canines
	5.2	Examine the result of Canines kept in kennels for long periods of time

	5.3	Evaluate the possibility of behaviour and well-being concerns for rescued Canines
	5.4	Analyse the long-term behavioural affects that rescued Canines may experience if they are previously mistreated
	5.5	Assess the realistic solutions for behavioural issues in Canines when: <ul style="list-style-type: none">> Meeting other Canines> Being in an unfamiliar place> Dealing with lead anxiety> Feeling cornered

Structure and Functions of Canines

Unit Reference	A/650/9279	
Level	4	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	<p>Learners will gain knowledge around the science concerned with the bodily structure of Canines, identifying the impact of Canine anatomy on behavioural concerns.</p> <p>Learners will acknowledge the significance of various structures of the body such as muscular and skeletal, recognising physical change in movement that leads to discomfort in Canines.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to understand the musculoskeletal structure of Canines	1.1	Assess the significance of understanding frequent anatomical terms
	1.2	Identify the formation of the Canine musculoskeletal structure involving: <ul style="list-style-type: none"> > Anatomical Guidance > Skeletal Areas > Bone Structure
	1.3	Explain how the musculoskeletal system will change with age of a Canine
2. Be able to understand the muscular structure in Canines	2.1	Identify the main muscle groups in Canines
	2.2	Outline the role and importance of ligaments and tendons connecting muscles and bones

	2.3	Determine the positions of muscles in Canines
	2.4	Establish the purpose of the muscular structure in Canines
	2.5	Evaluate the connection in the musculoskeletal and muscular structure in Canines
3. Be able to understand how to identify and control numerous medical conditions impacting the anatomy of Canines	3.1	Assess methods to identify medical conditions and how to help prevent medical issues
	3.2	Explain the different types of physical examinations and what medical conditions are linked with these examinations
	3.3	Explain techniques used to identify changes in a Canine's behaviour that may indicate discomfort or pain
	3.4	Analyse the different medical conditions that relate to different types of breeds of Canines
	3.5	Outline how age can impact on a Canine's health and what conditions are more common in senior dogs versus puppies
4. Be able to understand the impact of anatomy on Canine behavioural concerns	4.1	Assess the impact of behavioural concerns on Canine anatomy
	4.2	Explain how the following features can support communication: <ul style="list-style-type: none"> > Tail positioning > Ear posture > Facial expressions
	4.3	Analyse Canine posture and when posture is reflecting a certain behaviour or symptom

Nutritional Diet for Canines	
Unit Reference	H/650/9280
Level	4
Credit Value	3
Guided Learning (GL)	28
Unit Summary	<p>Learners will be able to acknowledge the origin of important healthy food for Canines, understanding the importance of a balanced diet. They will understand the process of how food moves through a Canine's digestive tract for overall health and well-being.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
The learner will	The learner can
1. Be able to understand the benefit and effect of a balanced diet for Canines	1.1 Assess the benefits of nutritionally balanced diets for Canines 1.2 Analyse the efficiency and effectiveness of the Canine digestive system 1.3 Create a balanced dietary programme for Canines
2. Be able to understand the importance of macronutrients and micronutrients within a Canines diet	2.1 Define and explain the importance of macronutrients, including carbohydrates, proteins and fats, in maintaining a balanced diet and supporting the overall health and wellness of a Canine 2.2 Analyse and evaluate the importance of macronutrients, including carbohydrates, proteins and fats, in maintaining a balanced diet and supporting the overall health and wellness of a Canine

<p>3. Be able to understand the process of how food moves through a Canine's digestive tract</p>	<p>3.1</p> <p>3.2</p>	<p>Assess the factors that may affect the Canine digestive system such as certain enzymes and bacteria, evaluating how they impact on a Canine's health and well-being</p> <p>Conclude the potential consequences of a disrupted digestive system, such as malnutrition or gastrointestinal disorders</p>
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Canine Biology	
Unit Reference	J/650/9281
Level	4
Credit Value	8
Guided Learning (GL)	70
Unit Summary	<p>Learners will be able to demonstrate a comprehensive understanding of Canine biology, including anatomical structures. Learners will be able to apply this knowledge to analyse and evaluate the behaviour, health and overall well-being of a Canine.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 7)	Assessment Criteria (1.1 to 7.3)
The learner will	The learner can
1. Be able to understand the cardiovascular system in a Canine	<p>1.1 Accurately describe the anatomical structures and major components of the Canine cardiovascular system including:</p> <ul style="list-style-type: none"> > Heart > Chambers > Valves > Blood vessels > Associated organs <p>1.2 Explain the importance of physiological functions, such as Cardiac cycle, blood flow and the role of the chambers of the heart and how they contribute to the cardiovascular system in a Canine</p> <p>1.3 Analyse the regulation mechanisms of the Canine vascular system, including heart rate, blood pressure and the role of the nervous system</p> <p>1.4 Interpret the complexities of cardiovascular disorders and diseases,</p>

	1.5	such as congestive heart failure and arrhythmias Identify appropriate intervention methods and treatments to support a Canine with a diagnosed cardiovascular disorder
2. Be able to understand the respiratory apparatus in a Canine	2.1 2.2 2.3	Identify the essential design of a Canine's respiratory apparatus Evaluate the essential points of how the respiratory apparatus operates in a Canine Evaluate the significance of the connection linking a Canine's cardiovascular system and the respiratory apparatus
3. Be able to understand a Canine's central nervous system	3.1 3.2	Outline what a central nervous system is and how it contributes to the way a Canine's body operates Describe the essential design of a Canine's central nervous system to include: <ul style="list-style-type: none"> > Organs > Tissues > Divisions
4. Be able to understand the renal system in Canines	4.1 4.2	Outline what a renal system is and how it contributes to the way a Canine's body operates Describe the essential design of a Canine's renal system to include: <ul style="list-style-type: none"> > Organs > Tissues > Divisions
5. Be able to understand the lymphoid system in Canines	5.1 5.2	Outline what a lymphoid system is and how it contributes to the well-being of a Canine Distinguish the parts of the body which connects to the lymphoid system in a Canine

	5.3	Evaluate the essential design of the lymphoid system
6. Be able to understand the integumentary system in Canines	6.1	Outline what an integumentary system is and how it contributes to how a Canine's body operates
	6.2	Describe the purpose of the following: <ul style="list-style-type: none"> > Subcutis > Dermis > Epidermis
	6.3	Assess the significance of the integumentary system in a Canine's well-being and actions
7. Be able to understand the genital system in a Canine	7.1	Describe the importance of the female Canine reproductive system and how it works, focusing on: <ul style="list-style-type: none"> > Ovaries > Fallopian tubes > Uterus
	7.2	Describe the importance of the male Canine reproductive system and how it works, focusing on: <ul style="list-style-type: none"> > Testes > Epididymis > Penis
	7.3	Explain the roles of the following hormones: <ul style="list-style-type: none"> > Testosterone > Progesterone > Estrogen

Philosophy of Canine Training	
Unit Reference	K/650/9282
Level	4
Credit Value	6
Guided Learning (GL)	50
Unit Summary	<p>Learners will acknowledge the importance of reinforcing behaviour management in Canines and acknowledge the source of traditional and instrumental conditioning. Learners will acknowledge the numerous ways of strengthening behavioural techniques and recognise the responsibilities of control in adjusting Canine behaviour. This unit will delve into the philosophy of Canine training, analysing different approaches and techniques within Canine training.</p> <p>Learners will gain a comprehensive understanding of how different philosophies shape the training methods and influence the behaviour of Canines.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Be able to understand the essential techniques in developing canine behaviour	<p>1.1 Analyse the difference between constructive rewarding and counteractive rewarding</p> <p>1.2 Compare and contrast the difference between constructive discipline and counteractive discipline</p> <p>1.3 Explain what is meant by the terms positive reinforcement and negative reinforcement and provide examples of these techniques</p>

	1.4	Differentiate the various techniques used with the following, outlining what impacts they have on Canines: <ul style="list-style-type: none"> > Desensitisation > Counterconditioning
2. Be able to understand traditional and instrumental conditioning	2.1	Evaluate traditional and instrumental conditioning and when these are most effective
	2.2	Assess ways of implementing the traditional and instrumental conditioning training, when behaviour training Canines
	2.3	Evaluate the benefit of traditional and instrumental conditioning when training Canines
3. Be able to understand the numerous percentages in behaviour training for Canines	3.1	Describe the numerous percentages applied in behaviour training for Canines
	3.2	Explain the advantages of reinforcement percentages in Canine training
	3.3	Evaluate the benefit of applying reward techniques when training Canines
4. Be able to understand the range of techniques for training Canines	4.1	Assess the purpose and effect of applying a clicker when training a Canine
	4.2	Evaluate the purpose of cues, temptation and declining when adjusting behaviours in Canines
	4.3	Assess the significance for these ideas of teaching canines: <ul style="list-style-type: none"> > Elimination > Distinguish > Emotional Response > Stimulus Substitution

Ownership of Canines	
Unit Reference	L/650/9283
Level	4
Credit Value	3
Guided Learning (GL)	25
Unit Summary	<p>Learners will acknowledge the importance of the role of Canine owners including responsibilities and benefits associated with owning Canines.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
The learner will	The learner can
1. Be able to understand the responsibility of a Canine owner	<p>1.1 Establish the responsibilities and legal requirements of Canine ownership with consideration to:</p> <ul style="list-style-type: none"> > Suitable living environment > Welfare > Expected behaviour patterns <p>1.2 Explain the key knowledge areas that an owner should know about their Canine, in order to provide the best possible care</p>
2. Be able to understand the importance of a Canine and owner connection	<p>2.1 Recognise the significant connection between a Canine and its owner, to include:</p> <ul style="list-style-type: none"> > Emotional well-being > Physical well-being <p>2.2 Provide examples of ways to support a strong bond between a Canine and its owner, analysing the importance of this</p> <p>2.3 Analyse the impact of Canine and owner connection, on play and behaviour improvement</p>

<p>3. Be able to understand the effect a way of living could have on a Canine behaviour</p>	<p>3.1</p> <p>3.2</p>	<p>Analyse various lifestyle factors that can affect Canine behaviour with consideration to:</p> <ul style="list-style-type: none">> Routine> Activity level> Living space> Social interactions <p>Compare and contrast cause and effect connections between specific lifestyle factors and Canine behaviour</p>
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Physical Activities for Canines									
Unit Reference	M/650/9284								
Level	4								
Credit Value	4								
Guided Learning (GL)	35								
Unit Summary	<p>Learners will acknowledge the importance of physical activity with Canines. They will understand the amount of time which is appropriate for exercise and the impact that physical activity has on Canine behaviour. Learners will acknowledge the significance of mental encouragement and improvement in changing behaviour concerns in Canines.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>								
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)								
The learner will	The learner can								
1. Be able to understand the benefits of physical activity for Canines	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Describe the positive impact of physical activity, including play, on Canine health and behaviour</td> </tr> <tr> <td>1.2</td> <td>Differentiate the various forms of exercise that is suitable for Canines with consideration to age, fitness levels and breeds</td> </tr> <tr> <td>1.3</td> <td>Evaluate the methods and quantity of physical activity that is essential for Canines throughout alternative stages of their life</td> </tr> <tr> <td>1.4</td> <td>Assess the significance of physical activity for the well-being and behaviour in Canines</td> </tr> </tbody> </table>	1.1	Describe the positive impact of physical activity, including play, on Canine health and behaviour	1.2	Differentiate the various forms of exercise that is suitable for Canines with consideration to age, fitness levels and breeds	1.3	Evaluate the methods and quantity of physical activity that is essential for Canines throughout alternative stages of their life	1.4	Assess the significance of physical activity for the well-being and behaviour in Canines
1.1	Describe the positive impact of physical activity, including play, on Canine health and behaviour								
1.2	Differentiate the various forms of exercise that is suitable for Canines with consideration to age, fitness levels and breeds								
1.3	Evaluate the methods and quantity of physical activity that is essential for Canines throughout alternative stages of their life								
1.4	Assess the significance of physical activity for the well-being and behaviour in Canines								
2. Be able to understand the effect extreme and	<table border="1"> <tbody> <tr> <td>2.1</td> <td>Describe the alternative physical activities for Canines, which include:</td> </tr> </tbody> </table>	2.1	Describe the alternative physical activities for Canines, which include:						
2.1	Describe the alternative physical activities for Canines, which include:								

<p>inadequate play time has on Canines</p>	<p>2.2</p>	<ul style="list-style-type: none"> > Loose Walking > Sharpness Exercises > Enforced Physical Activities > Off lead physical activities <p>Evaluate the effect of extreme and inadequate play time for Canines</p>
<p>3. Be able to understand the significance of enriching the mind and adapting a Canine's behaviour</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Describe how to supply activities to enrich a Canine's mind</p> <p>Design an exercise plan to stimulate a Canine's mind with consideration to age, fitness and breed</p> <p>Analyse the purpose of enriching the mind of Canines</p> <p>Evaluate the significance of enriching the mind and adapting a Canine's behaviour</p>

Organising a Canine Teaching Programme

Unit Reference	R/650/9285	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	<p>Learners will acknowledge the purpose of business demands for supervising Canine exercise classes. This unit will allow learners to recognise the required skills for providing exercise classes resulting in them being able to create a Canine teaching plan.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to understand the professional needs for controlling a Canine in teaching classes	1.1	Explain the necessary needs for organising and providing teaching classes for Canines
	1.2	Evaluate the laws connected to organising and providing teaching classes for Canines
	1.3	Analyse the indications of not meeting the needs of the business when organising teaching classes for Canines
2. Be able to understand the required skills for providing Canine teaching classes	2.1	Describe the abilities needed to teach Canine exercise classes
	2.2	Evaluate the positive and negative effects that Canine teaching classes may have on a Canine
	2.3	Analyse the advantages of canine teaching classes for the well-being and behaviour for Canines

3. Be able to create a Canine teaching programme	3.1	Create a Canine teaching programme
	3.2	Describe the different advertising procedures for Canine teaching classes
	3.3	Describe how to organise an accurate Canine teaching scheme for the well-being of owners and their 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:
 - > 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.

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 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.