

**Learner Unit Achievement Checklist**

**SEG Awards Level 5 Diploma for Canine Behaviour Practitioners**

**610/3511/7**

###### SEG Awards Level 5 Diploma for Canine Behaviour Practitioners

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

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**T/650/9286 Essential Requirements for Canines - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Evaluate the learning requirements for all types of Canines**1.2** Evaluate the bodily and emotional requirements for all types of Canines**1.3** Analyse the effect on teaching and managing behaviour for Canines whose requirements are not met |  |  |  |  |
| **2.1** Assess the different health areas that need to be examined when a Canine has been rescued**2.2** Evaluate how to assess a Canine’s temperament after being rescued and what factors need to be taken in to account**2.3** Assess ways to improve the well-being of a rescued Canine, taking the below into account: * Medical
* Environmental
* Nutritional
* Mental well-being
 |  |  |  |  |
| **3.1** Analyse the significance of physical interaction with Canines, exploring what type of interaction is most effective for different breeds**3.2** Analyse the different effects in behaviour when interacting with Canines using alternative techniques**3.3** Evaluate the significance of using play to interact with Canines**3.4** Evaluate the interactions a professional in Canine behaviour should have to enable a positive impact on physical activities with Canines |  |  |  |  |
| **4.1** Analyse the significance of interacting with other Canines to help behavioural development**4.2** Evaluate the effects that insufficient interaction has on a Canine’s well-being, their learning and behaviour**4.3** Describe the different types of play styles in Canines and what the indicators are when a Canine has exhausted its socialisation play with another |  |  |  |  |

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**Y/650/9287 Understanding Canines with Aggression - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the different behavioural signs of aggression within Canines**1.2** Explain how a Canine’s body language changes in order to show aggression**1.3** Analyse the below common aggression contexts and when they are most likely to be present: * Fear-based aggression
* Territorial aggression
 |  |  |  |  |
| **2.1** Devise the significant key factors to be considered before interacting with an aggressive Canine**2.2** Analyse the morals required for educating Canines with aggression**2.3** Describe the capacity necessary for educating Canines with aggression**2.4** Explain the positive outcomes related to educating Canines with aggression |  |  |  |  |
| **3.1** Describe the complexities of educating others about aggressive Canines**3.2** Evaluate the positives of applying educating techniques when teaching and controlling aggressiveness in Canines**3.3** Examine the owner and teacher’s responsibility when educating Canines with aggression**3.4** Explain what factors need to be put into place when dealing with an aggressive Canine to safeguard not only the human but the Canine also**3.5** Analyse the importance of repetition and consistency when dealing with an aggressive Canine outside of a teaching environment |  |  |  |  |

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**A/650/9288 Evaluating Behaviour in Canines - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Evaluate the different types of data collection techniques**1.2** Apply the necessary skills for gathering statistics in quantifying behaviour in Canines**1.3** Analyse the different ways of record keeping and evaluate how each implement The Data Protection Act |  |  |  |  |
| **2.1** Evaluate the implementation of statistics when managing behaviour in Canines**2.2** Evaluate different types of implementation strategies and how these can be adapted to meet each individual Canine’s needs |  |  |  |  |
| **3.1** Assess the application of practically examining teaching and managing behaviour**3.2** Interpret the essential techniques to be implemented when handling an aggressive or scared Canine |  |  |  |  |
| **4.1** Examine the significance of having a dedicated teaching and learning area for Canines**4.2** Evaluate the positives of developing a teaching and learning area for Canines**4.3** Evaluate the results of developing a teaching and learning area for Canines |  |  |  |  |

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**D/650/9289 Behaviour Adaptations in Canines - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the importance of following a plan when dealing with an aggressive Canine**1.2** Assess the essential elements of a plan to alter behaviours in a Canine**1.3** Evaluate the potential harm of incorporating punishment risks into a Canine behavioural plan |  |  |  |  |
| **2.1** Evaluate the approach of understanding ideologies in Canine behavioural situations**2.2** Evaluate the different types of theoretical concepts and how these can be used in everyday life with a Canine**2.3** Assess the following types of behaviour theories, and when they would be of most effect with a Canine: * Social learning theory
* Operant conditioning
* Classical conditioning
 |  |  |  |  |
| **3.1** Analyse different techniques for managing aggressiveness within a Canine**3.2** Assess 3 different types of situations that could prompt aggression in a Canines and how these could be mitigated**3.3** Assess 3 different types of breeds and how aggression could impact these breeds differently |  |  |  |  |
| **4.1** Create plans to help Canines adjust and refine their behaviour, ensuring clear goals are set**4.2** Assess the adaptability of the behavioural plan in order to suit the Canines needs**4.3** Evaluate the different types of risks associated with Canine behavioural plans how these can be safeguarded**4.4** Evaluate the different types of enforcement strategies when executing the behavioural plan with a Canine |  |  |  |  |

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**J/650/9290 Understanding Environmental Impacts on Canines - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Asses how a Canine’s environment can impact on behaviour with consideration given to: * Physical environment
* Social environment
* Sensory system of Canines

**1.2** Analyse aggressive behaviours in a Canine caused through negative environmental influences**1.3** Evaluate the ethical implications of environmental influences on Canine behaviour to mitigate negative behaviours through providing a safe environment for the Canine  |  |  |  |  |
| **2.1** Evaluate the responsibilities of Canine emotions when addressing behaviour and which techniques to apply to help control these emotions**2.2** Analyse the indications of the superiority in behaviour training for Canines**2.3** Evaluate techniques to direct the indications of superiority in training Canines |  |  |  |  |
| **3.1** Contrast impulsive and mastered actions when teaching Canine behaviour**3.2** Analyse the indications for managing behaviour of impulsive and mastered knowledge |  |  |  |  |
| **4.1** Outline the impact behind aggression when considering medical conditions in Canines**4.2** Analyse the techniques applied to control the effect of medical conditions when assessing a Canine’s behaviour |  |  |  |  |
| **5.1** Evaluate the exterior indications on acknowledging behaviour in Canines |  |  |  |  |

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**K/650/9291 Nurturing Growth and Potential in Canine Development - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the various stages of Canine growth and development, including physical, psychological and behavioural aspects**1.2** Assess factors that can positively and negatively impact Canines’ growth and potential such as: * Nutrition
* Exercise
* Training
* Socialisation

**1.3** Evaluate the effectiveness of nurturing techniques to enhance Canine growth and potential |  |  |  |  |
| **2.1** Explain the evolutionary history of Canis Familiarias**2.2** Outline the significance of identifying the root of Canis Familiaris |  |  |  |  |
| **3.1** Assess the responsibilities of a domestic Canine teaching and developing behaviour**3.2** Evaluate the effect of domestic Canine teaching and developing behaviour |  |  |  |  |
| **4.1** Assess the branch of knowledge un-lining Ethology and Behaviours in Canines**4.2** Assess the purpose of Canine well-being, teaching and managing behaviour lined with Ethology and Behaviourism |  |  |  |  |

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**L/650/9292 Advanced Canine Training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Distinguish the emotional signs of a Canine, which include: Ways of Behaving Provoking Gestures Body Movement**1.2** Interpret the delicateness of Canine’s body movements which might be misunderstood**1.3** Display ways to effectively interact with a Canine to regulate their emotions**1.4** Analyse the factors that could cause a Canine to display tension and apprehension**1.5** Apply appropriate strategies to reduce Canine tension and apprehension**1.6** Evaluate effectiveness of the strategies aimed at reducing Canine tension and apprehension**1.7** Assess provoking actions when exercising Canines on walks |  |  |  |  |
| **2.1** Evaluate possible stride issues by evaluating movement in a Canine |  |  |  |  |
| **3.1** Develop an encouraging relationship with a single Canine**3.2** Encourage a single Canine to influence the Canine being composed |  |  |  |  |
| **4.1** Display the implementation of constraining techniques when using a lead and harness**4.2** Display the essentials for free walking and loose lead walking a solo Canine**4.3** Display ways to implement a lead and harness on an apprehensive and hostile Canine**4.4** Educate a free leading technique and releasing terror technique throughout training a solo Canine |  |  |  |  |
| **5.1** Evaluate the accurate technique for teaching a solo Canine**5.2** Display the application of teaching a solo Canine to respond to a clicker**5.3** Display an essential connection with a solo Canine during a teaching environment**5.4** Apply constraint and releasing terror techniques throughout training a solo Canine |  |  |  |  |
| **6.1** Develop a survey for customers before appointments**6.2** Acknowledge the obstacles which might occur for customers**6.3** Display sustained interest with challenges occurring with customers**6.4** Create programmes for adjusting behaviours**6.5** Apply information from the programme to support with adjusting customers behaviours |  |  |  |  |

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**M/650/9293 Aggression in Canines - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Compare between common and abnormal aggressive behaviour in Canines**1.2** Evaluate the effect of common and abnormal aggressive behaviour throughout Canine training**1.3** Explain the difference between play and aggression and what are the cue to indicate this**1.4** Explain the term ‘re-directed aggression’ and how to minimise the risk of this from happening |  |  |  |  |
| **2.1** Outline the different types of aggression within Canine behaviour**2.2** Analyse the purpose of aggression when used by a Canine**2.3** Evaluate the effect of types of aggression when training and controlling a Canine’s behaviour**2.4** Evaluate different methods to try and pre-empt aggression in a Canine |  |  |  |  |
| **3.1** Analyse the benefit of connecting verbally with a Canine during behaviour training**3.2** Analyse violent verbal connection in Canines**3.3** Evaluate the use of different tone and pitch when communicating with a Canine**3.4** Outline the benefits of using verbal positive reinforcement**3.5** Outline the benefits of using verbal timely commands |  |  |  |  |
| **4.1** Describe the expression ‘soft bite’ and evaluate the significance in identifying this when teaching a Canine behaviour control |  |  |  |  |
| **5.1** Describe the concerns linked with aggression between a human and Canine**5.2** Evaluate techniques applied in controlling concerns with humans and Canine**5.3** Evaluate different ways to ensure that a Canine and human are safeguarded when interacting |  |  |  |  |

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**R/650/9294 Multiple Canine Control - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe different methods to control numerous Canines at one time**1.2** Analyse techniques to control numerous Canines and make sure their well-being is considered**1.3** Evaluate the potential risks associated with multiple Canine control and explain various control techniques to mitigate these risks |  |  |  |  |
| **2.1** Evaluate how to identify concerns which occur within homes with more than one Canine**2.2** Evaluate ways to identify conflict within Canines**2.3** Explain Pack Structure and how this is apparent within Canine groups**2.4** Analyse techniques to control concerning behaviour |  |  |  |  |

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**T/650/9295 Responsibilities of Working Canines - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Evaluate the overall responsibilities of working Canines**1.2** Evaluate the responsibilities of working Canines used to intervene with medical emergencies**1.3** Outline the importance of a well trained and disciplined Canine when carrying-out a working role**1.4** Analyse different breed characteristics and their suitability for a working role |  |  |  |  |
| **2.1** Evaluate the well-being worries for working Canines**2.2** Analyse techniques to manage the well-being worries for working Canines**2.3** Outline the importance of a handler and Canine relationship in order to support a Canines well-being |  |  |  |  |

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