



SEG Awards Level 5 Diploma for Canine Behaviour Practitioners

England – 610/3511/7

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 provides access to a wide variety of information.

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Specification Code

The specification code is D9254-05.

Issue	Date	Details of change
1.0	December 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.

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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 5 Diploma for Canine Behaviour Practitioners has been designed to develop knowledge and skills within with Canine behaviour.

Pre-requisites

Learners must have completed a recognised qualification at Level 3 or above in Canine well-being, teaching or behaviour or have at least 5 years' experience in the area of Canine well-being, teaching or behaviour. It is essential that all learners must be a minimum age of 18.

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 5 Diploma for Canine Behaviour Practitioners

Learners must achieve 50 credits. All credits must come from the 10 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 50				
Essential Requirements for Canines	T/650/9286	5	5	45
Understanding Canines with Aggression	Y/650/9287	5	6	50
Evaluating Behaviour in Canines	A/650/9288	5	4	30
Behaviour Adaptations in Canines	D/650/9289	5	3	40
Understanding Environmental Impacts on Canines	J/650/9290	5	8	60

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Nurturing Growth and Potential in Canine Development	K/650/9291	5	4	35
Advanced Canine Training	L/650/9292	5	8	36
Aggression in Canines	M/650/9293	5	6	40
Multiple Canine Control	R/650/9294	5	3	28
Responsibilities of Working Canines	T/650/9295	5	3	20

Aim

The SEG Awards Level 5 Diploma for Canine Behaviour Practitioners has been designed to prepare learners for acknowledging the importance of Canine well-being, behaviour and teaching. This qualification enables the learners to obtain significant information and develop practical skills needed as a practitioner in the field of Canine Behaviour.

Target Group

The SEG Awards Level 5 Diploma for Canine Behaviour Practitioners is designed for Learners of the age of 18 and over, who have a passion for Canine care and who are seeking to develop their knowledge in this field.

Placement Requirements

It is required for learners to complete six days of constructive learning to obtain the skills required for participating in the role of a practitioner of Canine Behaviour. They will obtain the knowledge required to understand the exterior and interior surroundings of the behaviour of Canines, specifically knowing how to handle hostile situations. It is vital for the learners to improve their knowledge from one another and build successful connections with clients.

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

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Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 5 Diploma for Canine Behaviour Practitioners.

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

After successfully completing this qualification, Learners will have the opportunity to progress into the Canine behaviour sector either in employment or self-employment. Learners will also be able to apply for a level 6 in applied Canine behaviour management qualification or similar educational fields.

Learners could also look to progress within various other regulated qualifications within the Animal Care sector that Skills and Education Group Awards offers, to expand on their 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.

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Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification	
SEG Awards Level 5 Diploma for Canine Behaviour Practitioners	
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Age Range	Pre 16 16-18 18+ ✓ 19+ ✓
Regulation	The above qualifications are regulated by: <ul style="list-style-type: none"> 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	01/12/2026
Operational End Date	
Certification End Date	
Guided Learning (GL)	384
Total Qualification Time (TQT)	500
Credit Value	50
Skills and Education Group Awards Sector	Animal Care
Regulator Sector	3.3 - Animal care and veterinary science
Support from Trade Associations	

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Unit Details

Essential Requirements for Canines	
Unit Reference	T/650/9286
Level	5
Credit Value	5
Guided Learning (GL)	45
Unit Summary	Learners will acknowledge the requirements of Canines who have been rescued. Learners will acknowledge necessary emotional and bodily requirements for Canines. They will thoroughly understand the purpose of physical exercise for Canines. Learners will evaluate the actions taken by a professional in Canine behaviour and identify actions to secure successful physical exercise and games for Canines.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand the requirements for Canines, both physically and mentally	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. Be able to understand the requirements for Canines that are rescued and how these differ to Canines who haven't been rescued	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

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	2.3	<p>Assess ways to improve the well-being of a rescued Canine, taking the below into account:</p> <ul style="list-style-type: none"> • Medical • Environmental • Nutritional • Mental well-being
<p>3. Be able to understand the purpose of physical human interaction with Canines and the impact this has</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>	<p>Analyse the significance of physical interaction with Canines, exploring what type of interaction is most effective for different breeds</p> <p>Analyse the different effects in behaviour when interacting with Canines using alternative techniques</p> <p>Evaluate the significance of using play to interact with Canines</p> <p>Evaluate the interactions a professional in Canine behaviour should have to enable a positive impact on physical activities with Canines</p>
<p>4. Be able to understand the significance of Canines interacting with other Canines to improve their behavioural needs and development</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p>	<p>Analyse the significance of interacting with other Canines to help behavioural development</p> <p>Evaluate the effects that insufficient interaction has on a Canine's well-being, their learning and behaviour</p> <p>Describe the different types of play styles in Canines and what the indicators are when a Canine has exhausted its socialisation play with another</p>

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Understanding Canines with Aggression	
Unit Reference	Y/650/9287
Level	5
Credit Value	6
Guided Learning (GL)	50
Unit Summary	Learners will recognise the essentials and principles when working with Canines who are aggressive. Learners will acknowledge the ability necessary to work with Canines who are aggressive. They will acknowledge the responsibilities of the professional behaviour when training Canines in behaviour management. Learners will acknowledge customer and teacher responsibility when working with Canines who are aggressive.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to identify Canines who are aggressive	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: <ul style="list-style-type: none"> • Fear-based aggression • Territorial aggression
2. Be able to identify the need for educating Canines with 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

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	2.3	Describe the capacity necessary for educating Canines with aggression
	2.4	Explain the positive outcomes related to educating Canines with aggression
3. Be able to understand the responsibilities of a teacher and owner educating aggressive behaviour in Canines	3.1	Demonstrate 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 in to 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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Evaluating Behaviour in Canines	
Unit Reference	A/650/9288
Level	5
Credit Value	4
Guided Learning (GL)	30
Unit Summary	Learners will acknowledge necessary skills for statistical gathering in how to manage behaviour in Canines and acknowledge how to put into action the information obtained. Learners will acknowledge practical study and the importance in applying this information for teaching Canine behaviour management. Learners will assess the positives and negatives of developing a teaching environment for all Canines.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to apply necessary skills for gathering statistics on behaviour management	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. Be able to understand the process of putting into action the statistics of behaviour management	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. Be able to understand the application of practical examinations for Canines	3.1 Assess the application of practically examining teaching and managing behaviour

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	3.2	Interpret the essential techniques to be implemented when handling an aggressive or scared Canine
4. Be able to understand the process of developing a teaching and learning area for Canines	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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Behaviour Adaptations in Canines	
Unit Reference	D/650/9289
Level	5
Credit Value	3
Guided Learning (GL)	40
Unit Summary	Learners will acknowledge the fundamental elements of creating a plan for altering behaviours in Canines and they will progress this plan as a professional in Canine behaviour. Learners will acknowledge the approach of teaching ideologies in situations where behaviour requires change. They will acknowledge techniques for managing aggressiveness of all types.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand the importance of creating a behavioural plan when looking to change the behaviour in Canines	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. Be able to understand the approach on ideologies in behavioural situations	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: <ul style="list-style-type: none"> • Social learning theory

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		<ul style="list-style-type: none"> • Operant conditioning • Classical conditioning
3. Be able to understand different techniques for managing aggression within a Canine	<p>3.1 Analyse different techniques for managing aggressiveness within a Canine</p> <p>3.2 Assess 3 different types of situations that could prompt aggression in a Canines and how these could be mitigated</p> <p>3.3 Assess 3 different types of breeds and how aggression could impact these breeds differently</p>	
4. Be able to create and enforce a behavioural plan for Canines	<p>4.1 Create plans to help Canines adjust and refine their behaviour, ensuring clear goals are set</p> <p>4.2 Assess the adaptability of the behavioural plan in order to suit the Canines needs</p> <p>4.3 Evaluate the different types of risks associated with Canine behavioural plans how these can be safeguarded</p> <p>4.4 Evaluate the different types of enforcement strategies when executing the behavioural plan with a Canine</p>	

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Understanding Environmental Impacts on Canines	
Unit Reference	J/650/9290
Level	5
Credit Value	8
Guided Learning (GL)	60
Unit Summary	Learners will delve into the profound effects of the environment on Canines and understand the complex interactions of Canines and their surroundings. Learners will explore the Canine's habitat and the impact this has on their overall health and welfare. Learners will explore the role of human intervention in mitigating negative environmental impacts on Canines.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.1)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand the social and physical wellbeing of Canines that can be impacted through environmental change	1.1 Assess how a Canine's environment can impact on behaviour with consideration given to: <ul style="list-style-type: none"> • 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. Be able to understand the different responsibilities and approaches when training a Canine	2.1 Evaluate the responsibilities of Canine emotions when addressing behaviour and which techniques to apply to help control these emotions

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	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. Be able to understand impulsive and mastered knowledge by Canines in behaviour management	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. Be able to identify the impact behind aggression when linked to medical conditions	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. Be able to understand exterior indications on acknowledging Canine behaviour	5.1	Evaluate the exterior indications on acknowledging behaviour in Canines

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Nurturing Growth and Potential in Canine Development	
Unit Reference	K/650/9291
Level	5
Credit Value	4
Guided Learning (GL)	35
Unit Summary	Learners will gain an understanding of the intricacies of Canine development, focusing on growth and potential through unlocking the true potential of Canines. Learners will explore the root of Canis Familiaris and acknowledge the responsibilities of disorganisation. They will acknowledge the importance of Ethology and Behaviourism in Canine well-being, teaching and controlling behaviour.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand the essentials for optimising growth and nurturing in Canines	1.1 Demonstrate an exceptional knowledge of the various stages of Canine growth and development, including physical, psychological and behavioural aspects 1.2 Assess factors that can positively and negatively impact a Canines growth and potential such as: <ul style="list-style-type: none"> • Nutrition • Exercise • Training • socialisation 1.3 Evaluate the effectiveness of nurturing techniques to enhance Canine growth and potential
2. Be able to identify the root of Canis Familiaris	2.1 Demonstrate exceptional knowledge of the evolutionary history of Canis Familiaris

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	2.2	Give a synopsis of the significance of identifying the root of Canis Familiaris
3. Be able to understand the responsibilities of domestic Canines teaching and behaviour	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. Be able to understand the significance of Ethology and Behaviour in Canines	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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Advanced Canine Training													
Unit Reference	L/650/9292												
Level	5												
Credit Value	8												
Guided Learning (GL)	36												
Unit Summary	Learners will display the expertise essential to execute advanced training techniques of a professional of Canine behaviourist. They will evaluate the suitable procedure for teaching and training a single Canine. Learners will educate instructions and display successful connections between Canine owners as a professional of Canine behaviour.												
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.5)												
<i>The learner will</i>	<i>The learner can</i>												
1. Be able to acknowledge a Canine's emotions whilst recognising minimise tension and apprehension	<table border="0"> <tr> <td style="vertical-align: top;">1.1</td> <td>Distinguish the emotional signs of a Canine, which include: <ul style="list-style-type: none"> • Ways of Behaving • Provoking • Gestures • Body Movement </td> </tr> <tr> <td style="vertical-align: top;">1.2</td> <td>Interpret the delicateness of Canine's body movements which might be misunderstood</td> </tr> <tr> <td style="vertical-align: top;">1.3</td> <td>Display the application of techniques with Canine on its own</td> </tr> <tr> <td style="vertical-align: top;">1.4</td> <td>Analyse the factors that causes a Canine to display tension and apprehension</td> </tr> <tr> <td style="vertical-align: top;">1.5</td> <td>Apply appropriate strategies to reduce Canine tension and apprehension</td> </tr> <tr> <td style="vertical-align: top;">1.6</td> <td>Evaluate effectiveness of the strategies aimed at reducing Canine tension and apprehension</td> </tr> </table>	1.1	Distinguish the emotional signs of a Canine, which include: <ul style="list-style-type: none"> • Ways of Behaving • Provoking • Gestures • Body Movement 	1.2	Interpret the delicateness of Canine's body movements which might be misunderstood	1.3	Display the application of techniques with Canine on its own	1.4	Analyse the factors that causes 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
1.1	Distinguish the emotional signs of a Canine, which include: <ul style="list-style-type: none"> • Ways of Behaving • Provoking • Gestures • Body Movement 												
1.2	Interpret the delicateness of Canine's body movements which might be misunderstood												
1.3	Display the application of techniques with Canine on its own												
1.4	Analyse the factors that causes 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												

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	1.7	Assess provoking actions when exercising Canines on walks
2. Be able to acknowledge possible stride issues by evaluating movement in a Canine	2.1	Evaluate possible stride issues by evaluating movement in a Canine
3. Be able to develop an encouraging relationship with a single Canine	3.1	Develop an encouraging relationship with a single Canine
	3.2	Encourage a single Canine to influence the Canine being composed
4. Be able to constrain a Canine by using a lead and harness	4.1	Display the implementation of constraining techniques when using a lead and harness
	4.2	Display the essentials for free walking a solo Canine and lead walking loosely
	4.3	Display implementing a lead and harness on apprehensive and hostile Canines
	4.4	Educate a free leading technique and releasing terror technique throughout training a solo Canine
5. Be able to identify the accurate technique for teaching 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. Be able to display essential customer connection as a	6.1	Develop a survey for customers before appointments

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professional in Canine behaviour	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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Aggression in Canines	
Unit Reference	M/650/9293
Level	5
Credit Value	6
Guided Learning (GL)	40
Unit Summary	Learners will acknowledge common and abnormal aggression and the type of aggression displayed in the performance of a Canine. Learners will acknowledge the application of communicating throughout teaching and managing the behaviour of a Canine, specifically Canines with aggression. They will acknowledge the significance and identify soft mouths in Canines. Learners will also identify concerns with humane aggression.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand common and abnormal aggressive behaviour in Canines	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. Be able to understand types of aggression in Canines and the purpose of this in canine behaviour	2.1 Outline the different types of aggression within Canine behaviour 2.2 Analyse the purpose of aggression when used by a Canine

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	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. Be able to understand how to connect verbally during training a Canine in behaviour	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. Be able to understand the significance of soft mouth and rapid signs in behaviour teaching for Canines	4.1	Describe the expression 'soft bite' and evaluate the significance in identifying this when teaching a Canine behaviour control
5. Be able to identify the concerns linked with humans showing aggression towards Canines	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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Multiple Canine Control	
Unit Reference	R/650/9294
Level	5
Credit Value	3
Guided Learning (GL)	28
Unit Summary	Learners will acknowledge how to control numerous Canines and apply techniques to challenge problems which occur when controlling numerous Canines. Learners will acknowledge how to identify concerning behaviour in homes with more than one Canine.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand how to control numerous Canines	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. Be able to understand how to identify concerning behaviour in homes with more than one Canine	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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Responsibilities of Working Canines	
Unit Reference	T/650/9295
Level	5
Credit Value	3
Guided Learning (GL)	20
Unit Summary	Learners will acknowledge the responsibilities of serviceable Canines within the community. They will acknowledge the responsibilities of working Canines and Canines utilised in intervening with medical emergencies. Learners will acknowledge the well-being worries for working Canines.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand the responsibilities of working Canines	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. Be able to understand the concerns linked to a working Canine's well-being	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

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		in order to support a Canines well-being
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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.

Qualification Guidance

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.

Qualification Guidance

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.