



## SEG Awards Level 3 Diploma in Kennel and Cattery Management

England – 610/3611/0

## 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 D9258-03.

Issue	Date	Details of change
1.0	January 2024	New qualification guide

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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.

## Qualification Guidance

### Introduction

The SEG Awards Level 3 Diploma in Kennel and Cattery Management has been designed to develop knowledge and skills when managing animals in a kennel or cattery setting.

### Pre-requisites

There are no entry requirements for this qualification. However, it is expected for learners to have working knowledge of at least Level 2 with good working levels of English and Maths.

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 3 Diploma in Kennel and Cattery Management

Learners must achieve 39 credits. All credits must come from the 8 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Min Credit Target - 39</b>				
Well-being Laws for Canines and Felines	L/650/9580	3	3	30
Managing Canine and Feline Environments	M/650/9581	3	3	24
Canine Care in Kennel Settings	R/650/9582	3	9	90
Canine Behaviour and Mannerisms	T/650/9583	3	4	40
Canine Transportation	Y/650/9584	3	6	60
Feline Care in Cattery Settings	A/650/9585	3	5	40

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Feline Behaviour and Mannerisms	D/650/9586	3	5	40
Feline Transportation	F/650/9587	3	4	30

## Aim

The SEG Awards Level 3 Diploma in Kennel and Cattery Management has been designed to provide specific information required to effectively manage catteries and kennels. This qualification will provide learners with the knowledge for supervising and managing the administration for the daily running of the catteries and kennels. Learners will acknowledge the appropriate ways to manage behaviour between canines and felines. It is important the learners understand the well-being of the animals and the law which must be abided by when treating all animals. This qualification will develop the learners' acknowledgement for safely caring within kennels, day care and home boarding for all animals.

## Target Group

The SEG Awards Level 3 Diploma in Kennel and Cattery Management is designed for learners of the age of 18 and over, who have an interest towards working in kennels and/or catteries.

## 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.

## 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

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# 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 in the animal healthcare environment, working in kennels and/or catteries. This qualification could lead the learners to develop their own businesses within this field.

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 kennels and/or catteries, which will support learners progress on to the following qualifications/areas:

- SEG Awards Level 4 Certificate in Professional Pet Sitting, Dog Walking, Dog Day Care and Home Boarding

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.

## Qualification Guidance

# Qualification Summary

<b>Qualification</b>					
SEG Awards Level 3 Diploma in Kennel and Cattery Management					
<b>Qualification Purpose</b>	<p>To provide learners with the skills and knowledge required to work effectively in the animal care sector, specifically within kennels and catteries. Learners will develop a deep understanding of animal welfare, behaviour and health needs within kennel and cattery environments whilst managing animal care routines, including feeding, cleaning and exercise environments. Learners will also develop knowledge of industry regulations and well-being laws.</p> <p>Occupations 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>	The above qualification is regulated by Ofqual				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> </ul>				
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)				
<b>Grading</b>	Pass/Fail Only				
<b>Operational Start Date</b>	12/01/2024				
<b>Review Date</b>	12/01/2027				
<b>Operational End Date</b>	-				
<b>Certification End Date</b>	-				
<b>Guided Learning (GL)</b>	354 hours				
<b>Total Qualification Time (TQT)</b>	390 hours				

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<b>Credit Value</b>	39
<b>Skills and Education Group Awards Sector</b>	Animal Care
<b>Regulator Sector</b>	3.3 - Animal care and veterinary science
<b>Support from Trade Associations</b>	-
<b>Administering Office</b>	See Skills and Education Group Awards website



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### Unit Details

<b>Well-being Laws for Canines and Felines</b>	
<b>Unit Reference</b>	<b>L/650/9580</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	<p>This unit has been designed to outline the legislations, being accountable for animal well-being and managing the environment effectively and efficiently. Learners will develop important knowledge surrounding how to work within kennel and cattery establishments. Learners will acknowledge the information for the well-being of the animals within these specific settings.</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 4.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to acknowledge the essential laws required for the range of well-being for all animals	1.1 Explain the essential laws for the well-being of all animals 1.2 Identify key regulations that specifically address the well-being of different types of animals 1.3 Provide an explanation for the essential laws, for each area, within animal well-being 1.4 Analyse how legal principles are integrated into practical situations to promote animal well-being
2. Understand the accurate well-being laws essential for the care of canines and felines	2.1 Describe the accurate well-being laws essential for the care of canines and felines 2.2 Analyse the diversity of canine and feline breeds and how different regulations may apply to specific characteristics and needs

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<p>3. Understand the range of duties and abilities required for the well-being of animal representatives and examiners</p>	<p>3.1  3.2</p>	<p>Analyse the range of duties and abilities required for a well-being animal examiner licensed for assessing professionals within this sector</p> <p>Outline the responsibilities granted to the profession of a well-being animal examiner and a licensed assessor within this sector</p>
<p>4. Be able to identify appropriate living environment management for canines and felines</p>	<p>4.1  4.2</p>	<p>Explain the different appropriate living environments to cater for essential needs for all canines and felines</p> <p>Identify the essential needs for land management in relation to canines and felines</p>

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# Managing Canine and Feline Environments

<b>Unit Reference</b>	<b>M/650/9581</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>24</b>	
<b>Unit Summary</b>	<p>Learners will acknowledge what information is requested to control and guide the running of kennels and catteries. Learners will acknowledge the responsibilities and duties of all employees working within a kennel or cattery. Learners will acknowledge the significance of documentation within the business of a kennel or cattery. They will acknowledge how to highlight sections for development within the business of a kennel or cattery.</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. Understand the responsibilities and duties required of employees in catteries and kennels	1.1	Describe the responsibilities and duties of employees within a kennel or cattery
	1.2	Evaluate the general skills and attributes needed for participating in various duties at a kennel or cattery
	1.3	Describe the compulsory educational learning needed for employees working in kennels and catteries
	1.4	Assess the advantage of constant professional improvement for employees working in kennels or catteries
2. Understand how to control and organise a kennel or cattery	2.1	Describe the duties of a managerial role at a kennel or cattery and the responsibilities linked to this role

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	2.2	Evaluate the significance of proactive organisation from a managerial role in a kennel or cattery
	2.3	Evaluate the effect of unsatisfactory managerial abilities on the following: employees, canines and felines & business
	2.4	Assess the significance of business administration within a kennel or cattery
	2.5	Explain the importance of GDPR and Data Protection when dealing with documentation within a kennel or cattery business
3. Be able to highlight sections for development in catteries or kennels	3.1	Describe how to develop sections of a kennel or cattery business
	3.2	Describe how to identify sections that may require improvements or modifications that are needed to enhance the living conditions for animals
	3.3	<p>Create a programme for developing sections of a kennel or cattery including the following considerations:</p> <ul style="list-style-type: none"> <li>• Layout</li> <li>• Design</li> <li>• Cleanliness</li> <li>• Insulation</li> <li>• Lighting</li> </ul>

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<b>Canine Care in Kennel Settings</b>	
<b>Unit Reference</b>	<b>R/650/9582</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>9</b>
<b>Guided Learning (GL)</b>	<b>90</b>
<b>Unit Summary</b>	<p>Learners will acknowledge common canine illnesses within kennels and will learn various prevention techniques to prevent illness from spreading. Learners will also explore and understand the appropriate ways of entering and exiting a kennel environment, knowing the correct personal protective equipment for being in contact with canines and recognise the significance of a calming atmosphere in kennels and alternative caring environments for canines.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand common kennel illnesses and prevention techniques	1.1 Identify the most common contagious illnesses found in kennel settings  1.2 Explain the sources of canine illnesses and the strategies to avoid the illnesses from spreading  1.3 Analyse the strategies of avoiding illnesses being passed on to other canines  1.4 Design a programme to help illnesses from spreading throughout a kennel environment
2. Understand the well-being requirements when feeding canines within a kennel environment	2.1 Describe the well-being requirements for canines in a kennel environment

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	2.2	Explain various likely concerns which could occur within a kennel environment and how these can be avoided
	2.3	Describe the essential needs for feeding canines within a kennel environment
	2.4	Explain the methods for managing nutritious concerns within a kennel setting
3. Understand the correct personal protective equipment when controlling canines in a kennel setting	3.1	Explain the required personal protective equipment needed for controlling canines
	3.2	Describe the significance of using personal protective equipment when controlling canines
4. Be able to know the significance of natural development within a canine care environment	4.1	Explain activities suitable for developing a canine's interest and knowledge within a canine care environment
	4.2	Explain the effect of appropriate natural incentive activities delivered in a canine care environment
5. Be able to appropriately control canines within a kennel setting	5.1	Evaluate how to appropriately control canine relationships within a kennel setting
	5.2	Evaluate the alternative ways of entering and exiting a kennel environment
	5.3	Evaluate various concerns with entering and exiting a kennel environment
	5.4	Identify appropriate and inappropriate playing actions within a canine

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<b>Canine Behaviour and Mannerisms</b>	
<b>Unit Reference</b>	<b>T/650/9583</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>40</b>
<b>Unit Summary</b>	<p>Learners will acknowledge the mannerisms displayed by canines and identify familiar behavioural constraints shown. Learners will acknowledge the impact of tension and how this can influence hostility towards others. Learners will acknowledge the familiar gestures and reasons for tension and hostility in canines.</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 3.5)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand different gestures displayed within a canine	1.1 Explain familiar gestures and actions displayed by a canine and what these mean  1.2 Describe the definitions applied to explain different sentimental conditions in canines  1.3 Analyse the appropriate method to evaluate canines from the gestures displayed
2. Be able to identify familiar behaviour constraints within a canine	2.1 Describe the familiar behaviour constraints displayed by canines  2.2 Explain procedures applied to adapt behaviours in canines  2.3 Analyse how to effectively support canines with familiar behaviour issues
3. Be able to identify familiar symptoms of tension and hostility in canines	3.1 Explain likely reasons for tension displayed within a canine

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	3.2	Explain the symptoms displayed by a canine in distress
	3.3	Explain likely reasons for hostility in canines
	3.4	Identify the actions of hostility within a canine
	3.5	Describe the progression steps of hostility in canines



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<b>Canine Transportation</b>	
<b>Unit Reference</b>	<b>Y/650/9584</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning (GL)</b>	<b>60</b>
<b>Unit Summary</b>	<p>Learners will be able to acknowledge the personal protective equipment required when in contact with canines within a working environment, this includes moving animals from one area to another. The learners will identify the apparatuses applied for walking, apprehending, and restraining alternative canine breeds in a range of situations. They will outline various canine sentimental conditions and how to work alongside these concerns. The learners will develop the skills required to support distressed canines when moving them. Learners will understand the essential legislations connected to moving canines and any apparatus which are required during this.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.5)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to identify the crucial personal protective equipment required when working with canines	1.1 Describe in which situations personal protective equipment is to be used when working alongside canines  1.2 Outline the different types of personal protection used when dealing with canines and their purposes
2. Be able to identify the essentials of cautious supervision when freely walking a canine	2.1 Explain various methods for walking a canine safely  2.2 Outline appropriate apparatuses to apply when freely walking a canine

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<p>3. Be able to graciously seize canines who are stray</p>	<p>3.1  3.2  3.3</p>	<p>Describe what is meant by the word 'stray'</p> <p>Outline how to proceed towards canines in various situations</p> <p>Outline the appropriate apparatuses for seizing stray canines safely</p>
<p>4. Understand compassionate ways to manage canines</p>	<p>4.1  4.2  4.3</p>	<p>Identify the sentimental conditions of various canines in alternative situations</p> <p>Describe the appropriate strategy to apply when approaching a canine in an emotional condition</p> <p>Describe the appropriate way to handle an emotional canine to stop the situation from developing</p>
<p>5. Understand techniques and methods to support canines when transporting them</p>	<p>5.1  5.2  5.3  5.4  5.5</p>	<p>Describe ways to approach situations to decrease tension when moving canines</p> <p>Describe how to control tension within a canine when moving a canine</p> <p>Explain an appropriate programme for moving a canine</p> <p>Outline the legislations when moving a canine from one area to another</p> <p>Explain the apparatuses and well-being checks when accompanying canines in transportation</p>

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<b>Feline Care in Cattery Settings</b>	
<b>Unit Reference</b>	<b>A/650/9585</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40</b>
<b>Unit Summary</b>	<p>Learners will acknowledge what is required to support the well-being of cats within a cattery. Learners will acknowledge the different types of illnesses commonly found in a cattery and learn the techniques of stopping these from spreading within the setting. Learners will also recognise the well-being of cats in a care environment, know to appropriately administer medicine along with knowing how to deliver engaging activities for felines.</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 4.5)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the sources of illnesses within felines	1.1 Identify the principal ranking of animal illnesses  1.2 Describe the main sources of illnesses within felines  1.3 Outline the visible signs and actions which would show concern in illness within a feline  1.4 Evaluate the techniques of stopping illnesses in felines, which include the following: <ul style="list-style-type: none"> <li>• Hygiene Products</li> <li>• Parasite Prevention</li> <li>• Vaccination</li> </ul>
2. Understand the well-being for felines within a cattery environment	2.1 Describe the well-being requirements for felines within a cattery

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	2.2	Describe the daily routine for checking the well-being of felines and the important of consistency of repeating well-being checks
	2.3	Evaluate the possible well-being concerns in a cattery and methods to prevent these
	2.4	Describe how to stop illnesses spreading within cattery
3. Be able to know how to deliver engaging activities in a cattery for felines	3.1	Outline the definition of environmental enrichment
	3.2	Describe the methods to deliver engaging activities within a cattery
	3.3	Describe the potential obstacles when delivering engaging activities within a cattery
	3.4	Evaluate the effects and welfare needs of engaging activities within a cattery
4. Understand how to appropriately administer medicine to a feline	4.1	Compare and contrast protective and prescriptive medication given to felines
	4.2	Describe how to appropriately execute both protective and prescriptive medicine to a feline
	4.3	Evaluate the documentation needed when executing medication to felines
	4.4	Describe the obstacles when executing medication to felines
	4.5	Summarise the methods to abide if a medication misconception happens when executing medicine to a feline

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<b>Feline Behaviour and Mannerisms</b>	
<b>Unit Reference</b>	<b>D/650/9586</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40</b>
<b>Unit Summary</b>	<p>Learners will advance in supporting in acknowledging physical and mental behaviours displayed in felines. The learners will acknowledge how to recognise behaviours in cats and how educational theses are applied throughout training. They will acknowledge the physical and mental behaviours which influence a feline's actions. Learners will acknowledge the effect of the relationship between a feline and a human.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to )</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. Understand the behaviour of a feline	1.1 Identify key behavioural cues related to communication, stress, and overall well-being  1.2 Describe the strategies of verbal and physical body language used to which include Vocal, Body Gestures & Non-Verbal Gestures  1.3 Understand the social structures inherent in feline behaviour, including solitary tendencies, territorial instincts, and hierarchical relationships
2. Be able to learn a theory which is applied in training felines	2.1 Describe four sections of learning  2.2 Evaluate the effect of the four learning sections in behaviour and well-being

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	2.3	Evaluate the educational thesis which is applied in training felines which include: Specialist Conditioning & Traditional Conditioning
3. Understand the biological elements which influence the behaviour in a feline	3.1	Describe the biological elements which influence the actions of a feline within a care setting
	3.2	Evaluate how to control biological elements which influence the actions of a feline within a care setting
4. Understand the effect of the connection between a feline and human on the behaviour of a cat	4.1	Outline how the relationship between a feline and human impacts on a feline's behaviour
	4.2	Evaluate the effect of a human and feline relationship, including the following: hostility & tension in felines
	4.3	Describe how to control tension and hostility when the human-feline relationship is non-existent

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<b>Feline Transportation</b>	
<b>Unit Reference</b>	<b>F/650/9587</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	<p>Learners will know how to transport felines safely, which includes applying equipment and recording documentation. Learners will acknowledge how to decrease the tension within a feline when manoeuvring and the importance of wearing protective equipment when doing so.</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. Understand the importance of applying personal protective equipment when transporting felines	1.1 Describe the different types of personal protective equipment applied for manoeuvring or transferring felines  1.2 Explain the purpose of applying personal protective equipment when manoeuvring or transferring felines  1.3 Outline the educational learning which is essential for applying personal protective equipment
2. Understand the essentials of manoeuvring felines safely	2.1 Describe the essential types of manoeuvring: Managed, Feline Freely Moving & Wounded Feline  2.2 Evaluate the apparatus applied to decrease the tension when manoeuvring a feline
3. Be able to effectively carefully transfer a feline	3.1 Describe the law supporting transferring a feline  3.2 Describe apparatus required for safely transferring a feline

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	3.3	Create a plan for transferring felines
4. Understand how to decrease feline tension when transferring	4.1	Evaluate the sources of tension whilst transferring a feline
	4.2	Describe how to decrease tension for felines when in transportation
	4.3	Describe how to control tension whilst transporting a feline



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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.

## 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.