



SEG Awards Level 3 Diploma in Feline Care, Welfare and Behaviour

England – 610/3689/4

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 D9267-03.

Issue	Date	Details of change
1.0	February 2024	New qualification guide
1.1	November 2025	Added paragraph under Assessment heading to clarify the number of examples required when learners are asked to

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		demonstrate various methods or techniques
1.2	March 2026	Amended command verbs in AC1.3 in unit 'Feline Welfare Legislation' to Describe and Outline

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 3 Diploma in Feline Care, Welfare and Behaviour has been designed to develop knowledge and skills for those looking to work with felines.

Pre-requisites

There are no entry requirements 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 3 Diploma in Feline Care, Welfare and Behaviour

Learners must achieve 37 credits. All credits must come from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 37				
Feline Welfare Legislation	L/651/0019	3	4	30
Feline Biology	T/651/0020	3	6	50
The Evolution of Felines	Y/651/0021	3	4	32
Feline Behaviour	A/651/0022	3	5	40
The Welfare of Felines	D/651/0023	3	5	40
Feline Healthy Diets	F/651/0024	3	4	30
Feline Wellbeing in a Cattery Environment	H/651/0025	3	5	40

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Manoeuvring and Transferring Felines	J/651/0026	3	4	30
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Aim

The SEG Awards Level 3 Diploma in Feline Care, Welfare and Behaviour has been designed to provide learners with the essential knowledge on the wellbeing, health and behaviour of felines. The learners will progress their depth in knowledge in feline wellbeing, including caring for felines in catteries and growing changes of felines and their nutrition.

Target Group

The SEG Awards Level 3 Diploma in Feline Care, Welfare and Behaviour is designed for learners over the age of 16, who have a passion for felines and feline care or for those Learners who are seeking employment or further study within this field.

Practical Hours Requirement

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

Assessments

This qualification is to be completed by portfolio submission, with clear evidencing linked to the relevant Assessment Criteria.

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

Resources

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

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Progression Routes Flow Chart

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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 in establishments which specialise in the care of felines.

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 xxx, which will support learners progress on to the following qualifications/areas:

- SEG Awards Level 4 Diploma in Canine Welfare, Training and Behaviour
- SEG Awards Level 5 Diploma for Canine Behaviour Practitioners
- SEG Awards Level 6 Diploma in Applied Canine Behaviour Management

The two (and only) units from the SEG Awards Level 3 Award in Feline Care, Welfare and Behaviour qualification feed into this qualification:

- SEG Awards Level 3 Feline Behaviour
- SEG Awards Level 3 Feline Wellbeing in a Cattery Environment

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 3 Diploma in Feline Care, Welfare and Behaviour	
Qualification Purpose	<p>Learners will gain further knowledge and skills in promoting and maintaining the health, welfare, and behaviour of felines.</p> <p>The qualification covers topics such as advanced feline health, biology and diets, feline evolution, behavioural issues, welfare legislation, and effective handling and manoeuvring practices.</p> <p>Learners will also gain the essential knowledge of caring for felines within a cattery environment including conducting medications to felines.</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 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input checked="" type="checkbox"/> 19+ <input checked="" type="checkbox"/>
Regulation	<p>The above qualifications are regulated by:</p> <ul style="list-style-type: none"> • Ofqual
Assessment	<ul style="list-style-type: none"> • Portfolio of Evidence
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail Only
Operational Start Date	02/02/2024
Review Date	02/02/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	292

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Total Qualification Time (TQT)	370
Credit Value	37
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

Feline Welfare Legislation	
Unit Reference	L/651/0019
Level	3
Credit Value	4
Guided Learning (GL)	30
Unit Summary	<p>Within this unit, learners will be provided with essential knowledge of the relevant legislation linked to feline welfare. Learners will acknowledge how the different legislations impact felines along with their importance.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the importance of legislation linked to Feline care	1.1 Compare and contrast the most up to date legislation in reference to feline welfare 1.2 Identify potential risks and issues related to non-compliance with feline care legislation 1.3 Describe the importance of keeping up to date with legislations and outline methods of doing so
2. Understand the impact of legislation within Feline environments	2.1 Evaluate the effect of The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 for cattery environments 2.2 Describe particular responsibilities in supporting the legislation in cattery environments 2.3

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		Evaluate what actions and procedures must be present within a cattery to align with legal requirements
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Feline Biology	
Unit Reference	T/651/0020
Level	3
Credit Value	6
Guided Learning (GL)	50
Unit Summary	<p>This unit will provide Learners with opportunities to develop essential knowledge on feline biology. Learners will understand and recognise the nine groups of organs and evaluate the significance when supplying wellbeing for felines. The learners will acknowledge cutaneous membrane and the significance of a feline nervous system.</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)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the biology of a Feline	1.1 Describe the formation and purpose of the recognised biological system of a feline 1.2 Evaluate the significance of acknowledging the biology of a feline when supplying welfare for felines
2. Be able to recognise Feline organ groups	2.1 Identify the main organ groups in a feline and their primary functions 2.2 Outline how the organ systems each work together to promote the functioning of a Feline body 2.3 Analyse the different common diseases linked to organ groups and how these can impact a Felines overall health

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<p>3. Understand a Feline's nervous and cutaneous systems</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Describe the terminology 'Special Senses'</p> <p>Describe the function and purpose of a cutaneous system</p> <p>Give an explanation of the function and purpose of a feline nervous system</p> <p>Analyse the significance and purpose of sensory guidance for felines</p>
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The Evolution of Felines	
Unit Reference	Y/651/0021
Level	3
Credit Value	4
Guided Learning (GL)	32
Unit Summary	<p>This unit has been designed to prepare learners with the essential knowledge on how felines have evolved over time, and they will acknowledge genuine feline actions, breeds and behaviours, which include the influence on a feline's behaviour.</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)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the evolving progress in a feline	1.1 Create a chronological document indicating the progression of evolution in felines 1.2 Describe how the process of evolution influences the behaviours observed in felines
2. Understand Feline behaviour	2.1 Describe the signs of various feline behaviour, including: <ul style="list-style-type: none"> • Natural • Desirable • Undesirable 2.2 Define frequent actions between a house bound feline and a stray feline 2.3 Outline how to control unwanted actions displayed by a feline
3. Understand the different types of felines	3.1 Arrange the types of felines into categories and outline the different attributes displayed by each category

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	3.2	Describe how alternative types of felines attributes display as unwanted actions
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Feline Behaviour	
Unit Reference	A/651/0022
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	<p>Learners will be able to acknowledge the ways a feline behaves along with how their mindset works. Behavioural actions displayed by felines will be explored alongside applying theory previously studied. Learners will explore into the mindset of a feline and what triggers feline's actions and how relationships and bonds can affect behaviour.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)
<i>The learner will</i>	<i>The learner can</i>
1. Understand ways a feline communicates through their behaviour	<p>1.1 Describe different ways a feline communicates through their behaviour, including:</p> <ul style="list-style-type: none"> • Body posture and gestures • Verbal sounds and signalling <p>1.2 Explore social impacts on felines and how this has an overall impact on their behaviour</p>
2. Be able to acknowledge the theory applied when conducting feline training	<p>2.1 Describe the four sections of learning and evaluate the effect this has on a feline's learning and overall wellbeing</p> <p>2.2 Evaluate the theories which are applied in training a feline including:</p> <ul style="list-style-type: none"> • Traditional Control • Specialist Control

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<p>3. Understand the emotional and biological aspects which influences a feline's behaviour</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Describe the emotional aspects which influence a feline's behaviour</p> <p>Describe the biological aspects which influence a feline's behaviour</p> <p>Evaluate how to control the emotional aspects which influence a feline's behaviour</p> <p>Evaluate how to control the biological aspects which influence a feline's behaviour</p>
<p>4. Understand the effects a human and feline relationship can have on a feline and their behaviour</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Outline how the relationship of a human and a feline can positively impact a feline's behaviour</p> <p>Evaluate how the relationship of a human and a feline can negatively impact a feline's behaviour, with specific reference given to the following areas:</p> <ul style="list-style-type: none"> • Tension within a Feline • Hostility within a feline <p>Describe how to control the tension and hostility displayed by a feline in response to their relationship with a human</p> <p>Describe ways to enhance feline and human relationships to positively impact a felines behaviour</p>

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The Welfare of Felines	
Unit Reference	D/651/0023
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	<p>This unit will provide learners with the basic knowledge of a wide range of areas included in a Feline's Welfare throughout the different stages of its life.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the essentials of emergency assistance for felines	1.1 Describe the essentials of emergency assistance for felines 1.2 Describe the possible sources for diseases and wounds which require emergency assistance 1.3 Evaluate how to stop felines requiring emergency assistance when in a feline wellbeing environment 1.4 Create a checklist for medical therapy for household felines
2. Understand the care required throughout the different stages of a feline's life	2.1 Create a category of events within a feline's life which will require more care and attention 2.2 Outline the different types of care needed for the following: <ul style="list-style-type: none"> • Kittens • Adult felines • Senior felines
3. Be able to safely execute grooming methods for felines	3.1 Describe the significance of a feline's biology when executing grooming methods

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	3.2 3.3 3.4	Outline the fundamental equipment required when cleaning and grooming a feline Evaluate the health and safety needs before cleaning and grooming felines Display fundamental grooming methods for felines, outlining when methods would be altered for the need of the feline
4. Understand the significance of sterilising a feline	4.1 4.2 4.3	Describe the reproduction system of felines Describe the advantages of sterilisation Evaluate the effect of not sterilising both female and male felines
5. Be able to demonstrate the protective wellbeing procedures of a feline	5.1	Create a yearly health maintenance plan for felines, which include the following: <ul style="list-style-type: none"> • dietary plan • flea treatment • worming • vaccination • physical activity • engaging development

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Feline Healthy Diets	
Unit Reference	F/651/0024
Level	3
Credit Value	4
Guided Learning (GL)	30
Unit Summary	<p>Within this unit, Learners will be provided with the essential knowledge required for significant nourishment for felines. Learners will acknowledge what the key nourishments are and their purpose to secure a balanced and healthy diet for all felines. The significance of a healthy nourishment throughout each period of a feline's life will be examined and the impact of a healthy diet and the effects of a poor diet will be evaluated.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the significance of a healthy and balanced diet for felines</p>	<p>1.1 Outline the importance of the following and their role in maintaining a feline's health:</p> <ul style="list-style-type: none"> • Essential Nutrients • Macronutrients • Micronutrients <p>1.2 Explain how diet can have an overall impact on a felines health and manage various conditions</p> <p>1.3 Categorise the different food groups for felines and how they are to be given</p> <p>1.4 Evaluate the effect of an unbalanced diet on a feline</p>

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<p>2. Understand the significance of nourishment throughout the periods of a feline's life</p>	<p>2.1 2.2 2.3</p>	<p>Create an order of stages of a feline's life and outline what nutrition is required for each stage</p> <p>Evaluate the impact of a healthy diet for each period of a feline's life</p> <p>Evaluate the impact of an unhealthy diet for each period of a feline's life</p>
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Feline Wellbeing in a Cattery Environment	
Unit Reference	H/651/0025
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	<p>Learners will learn the essentials for supervising felines within a cattery environment and will acknowledge the sources of feline illnesses and how to stop illnesses from spreading within a cattery environment. Learners will acknowledge how to support feline welfare in a cattery and how to supply ecological development within this environment. Learners will also acknowledge the successfulness of conducting medications to felines.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)
<i>The learner will</i>	<i>The learner can</i>
1. Understand common illnesses within felines along with their source	<p>1.1 Define the main categories of animal infections</p> <p>1.2 Describe the main sources of illnesses within felines</p> <p>1.3 Outline the visible actions and signs of a feline with bad health</p> <p>1.4 Evaluate the techniques of preventing illnesses in felines, including:</p> <ul style="list-style-type: none"> • sanitary policies • parasite avoidance • vaccines <p>1.5 Describe ways to stop illnesses spreading within a cattery environment</p>

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<p>2. Understand the wellbeing of felines within a cattery environment</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Describe the wellbeing requirements of felines within a cattery environment</p> <p>Explain how to conduct health care checks on felines and what should be included within the checks as a minimum</p> <p>Describe how often wellbeing examinations should take place on felines and when this is to be upped due to concern</p> <p>Evaluate possible wellbeing concerns in a cattery environment and explore ways to prevent these from occurring</p>
<p>3. Be able to produce ecological development within a feline care environment</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Describe the terminology, ecological development and ways to supply this within a cattery environment</p> <p>Describe the obstacles to supplying ecological development within a feline environment</p> <p>Evaluate the benefit of ecological development in a feline environment</p> <p>Outline the essential well-being needs required when ecological development takes place in a cattery environment</p>
<p>4. Understand how to correctly and safely administer medication to felines</p>	<p>4.1 4.2 4.3</p>	<p>Compare the difference between conducting prescriptive and preventive medications to a feline</p> <p>Describe how to accurately conduct prescriptive and preventive medication to a feline</p> <p>Evaluate the documentation essential when conducting medication to a feline</p>

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	4.4	Describe the constraints of conducting medication to a feline
	4.5	Define the course of action to abide by if a medical fault occurs within a cattery environment

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Manoeuvring and Transferring Felines	
Unit Reference	J/651/0026
Level	3
Credit Value	4
Guided Learning (GL)	30
Unit Summary	<p>Learners will expand their essential knowledge on manoeuvring and transferring a feline. The learners will acknowledge the essential safety requirements of manoeuvring and transferring a feline, including applying the appropriate equipment. They will acknowledge how to decrease tension in a feline when transferring them.</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)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the application of Personal Protective Equipment required when manoeuvring and transferring a feline	1.1 Describe the kinds of personal protective equipment applied when manoeuvring and transferring felines 1.2 Explain the purpose of applying PPE for manoeuvring and transferring a feline 1.3 Evaluate the coaching needed for correctly applying personal protective equipment
2. Be able to safely move a feline	2.1 Describe the legal requirements in relation to moving a feline 2.2 Describe the equipment required for safely transferring a feline 2.3 Outline the importance of being prepared for transferring a feline

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	2.4	Describe the essential points of manoeuvring the following types of felines safely: <ul style="list-style-type: none"> • Manageable • Stray Feline • A Wounded Feline
	2.5	Create a list to check before and during transferring a feline
3. Understand how to decrease stress in felines when transferring them	3.1	Define the sources of tension throughout transferring a feline
	3.2	Outline factors that could be put in place before transferring a feline to reduce stress levels
	3.3	Describe how to decrease tension throughout transferring a feline
	3.4	Describe how to identify and manage stress levels throughout transferring 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.

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Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.