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

England – 610/3712/6

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.

Copyright

Specification Code

The specification code is A9261-03.

Issue	Date	Details of change
1.0	February 2024	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.

Contents

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.

Introduction

The SEG Awards Level 3 Award in Feline Care, Welfare and Behaviour has been designed to introduce knowledge and skills for Learners 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 Award in Feline Care, Welfare and Behaviour

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

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 10				
Feline Behaviour	A/651/0022	3	5	40
Feline Wellbeing in a Cattery Environment	H/651/0025	3	5	40

Aim

The SEG Awards Level 3 Award in Feline Care, Welfare and Behaviour has been designed to provide learners with the knowledge on the wellbeing, health, and behaviour of felines. The learners will learn about feline types of behaviour and how to appropriately care for a feline in a cattery environment.

Target Group

The SEG Awards Level 3 Award 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 to further their 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.

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

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 for felines, such as care assistants in veterinary establishments.

Qualification Guidance

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 3 Diploma in Feline Care, Welfare and Behaviour
- SEG Awards Level 3 Award in Canine Care and Welfare
- SEG Awards Level 3 Award in Small Animal Care and Welfare
- SEG Awards Level 3 Diploma in Canine Care, Behaviour and Welfare
- SEG Awards Level 3 Diploma in Work-Based Animal Care and Welfare
- SEG Awards Level 3 Diploma in Assistance Canine Training
- SEG Awards Level 3 Diploma for Animal Welfare Officers

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

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 Summary

Qualification	
SEG Awards Level 3 Award in Feline Care, Welfare and Behaviour	
Qualification Purpose	Learners will build upon their knowledge and skills in the care, welfare, and behaviour of felines along with learning the essentials of caring for felines within a cattery environment including conducting medications to felines. 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.

Age Range	**Pre 16**		**16-18**	✓	**18+**	✓	**19+**	✓

Regulation	The above qualifications are regulated by: • Ofqual
Assessment	• Portfolio of Evidence
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail Only
Operational Start Date	09/02/2024
Review Date	09/02/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	80
Total Qualification Time (TQT)	100
Credit Value	10
Skills and Education Group Awards Sector	Animal Care
Regulator Sector	3.3 - Animal care and veterinary science

Qualification Guidance

Support from Trade Associations	

Qualification Guidance

Unit Details

Feline Behaviour

Unit Reference	A/651/0022
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	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. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)		Assessment Criteria (1.1 to 4.4)	
The learner will		**The learner can**	
1. Understand ways a feline communicates through their behaviour		1.1	Describe different ways a feline communicates through their behaviour, including: • Body posture and gestures • Verbal sounds and signalling
		1.2	Explore social impacts on felines and how this has an overall impact on their behaviour
2. Be able to acknowledge the theory applied when conducting feline training		2.1	Describe the four sections of learning and evaluate the effect this has on a feline's learning and overall wellbeing
		2.2	Evaluate the theories which are applied in training a feline including: • Traditional Control • Specialist Control

Qualification Guidance

3.	Understand the emotional and biological aspects which influences a feline's behaviour	3.1	Describe the emotional aspects which influence a feline's behaviour
		3.2	Describe the biological aspects which influence a feline's behaviour
		3.3	Evaluate how to control the emotional aspects which influence a feline's behaviour
		3.4	Evaluate how to control the biological aspects which influence a feline's behaviour
4.	Understand the effects a human and feline relationship can have on a feline and their behaviour	4.1	Outline how the relationship of a human and a feline can positively impact a feline's behaviour
		4.2	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: • Tension within a Feline • Hostility within a feline
		4.3	Describe how to control the tension and hostility displayed by a feline in response to their relationship with a human
		4.4	Describe ways to enhance feline and human relationships to positively impact a felines behaviour

Feline Wellbeing in a Cattery Environment

Unit Reference	H/651/0025
Level	3
Credit Value	5
Guided Learning (GL)	40
Unit Summary	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. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	*The learner can*	
1. Understand common illnesses within felines along with their source	1.1	Define the main categories of animal infections
	1.2	Describe the main sources of illnesses within felines
	1.3	Outline the visible actions and signs of a feline with bad health
	1.4	Evaluate the techniques of preventing illnesses in felines, including: • sanitary policies • parasite avoidance • vaccines
	1.5	Describe ways to stop illnesses spreading within a cattery environment

Qualification Guidance

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

Qualification Guidance

	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

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.

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.

Qualification Guidance