



## SEG Awards Level 3 Award in Companion Animal Transportation

England – 610/3808/8

## 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 A9264-03.

| Issue | Date     | Details of change       |
|-------|----------|-------------------------|
| 1.0   | May 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.

## Qualification Guidance

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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 Award in Companion Animal Transportation has been designed to develop knowledge and skills within safely transporting companion animals to ensure their wellbeing.

### 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 Companion Animal Transportation

Learners must achieve 10 credits. All credits must come from the 2 mandatory units.

| Unit   | Unit Number | Level | Credit Value | GL |
|--|-------------|-------|--------------|----|
| <b>Mandatory Group Min Credit Target - 10</b>        |             |       |              |    |
| The Needs of Companion Animals During Transportation | A/651/0357  | 3     | 5            | 40 |
| Transporting Companion Animals                       | D/651/0358  | 3     | 5            | 40 |

### Aim

The SEG Awards Level 3 Award in Companion Animal Transportation has been designed to provide learners with the knowledge and skills in relation to moving companion animals in the correct manner and in line with the legal requirements. This qualification will encourage learners to develop their knowledge and experience further to help provide opportunities for the future in potential jobs or expansion on their learning.

## Qualification Guidance

### Target Group

The SEG Awards Level 3 Award in Companion Animal Transportation is designed for learners of the age of 16 and over, who are passionate about working with animals or for those learners wishing to formalise their learning within animal transportation.

### 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

### 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 a field that specialises in animal transportation or to continue their career within this field.

## **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 animal transportation.

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 Award in Companion Animal Transportation |  |
| <b>Qualification Purpose</b>                                | <p>The Level 3 Award in Companion Animal Transportation has been designed to provide individuals with the competences and level of understanding needed to safely transport animals. Learners will gain knowledge to ensure that companion animals are safe and unharmed during transportation, all in line with current regulatory requirements.</p> <p>With a rise of 7% of occupations within animal care and control services and an expected continued increase of 2% over the next 3 years, this qualification will provide learners with opportunities to excel within their careers, upon successful completion.</p> |
| <b>Age Range</b>  | <b>Pre 16</b> <b>16-18</b> ✓ <b>18+</b> ✓ <b>19+</b> ✓   |
| <b>Regulation</b>   | <p>The above qualifications are regulated by:</p> <ul style="list-style-type: none"> <li>Ofqual</li> </ul>   |
| <b>Assessment</b>   | Portfolio of Evidence  |
| <b>Type of Funding Available</b>                            | See FaLA (Find a Learning Aim)   |
| <b>Grading</b>  | Pass/Fail Only   |
| <b>Operational Start Date</b>                               | 01/03/2024   |
| <b>Review Date</b>  | 01/03/2027   |
| <b>Operational End Date</b>                                 |  |
| <b>Certification End Date</b>                               |  |
| <b>Guided Learning (GL)</b>                                 | 80   |
| <b>Total Qualification Time (TQT)</b>                       | 100  |
| <b>Credit Value</b>   | 10   |
| <b>Skills and Education Group Awards Sector</b>             | Animal Care  |

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| <b>Regulator Sector</b>                | 3.3 - Animal care and veterinary science |
| <b>Support from Trade Associations</b> |  |



## Qualification Guidance

### Unit Details

| <b>The Needs of Companion Animal During Transportation</b>                       |  |
|--|--|
| <b>Unit Reference</b>  | <b>A/651/0357</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 understand the importance of evaluating the environmental requirements for animals before conducting a transfer and the impacts of this not being correct. Learners will also explore into the required duties of drivers when transferring the animals and evaluate both the physical and emotion wellbeing requirements of a companion animal, knowing how to transfer as smoothly as possible. This unit will also include understanding around the linked laws relating to transportation of animals, which must be followed throughout the transportation period.</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 4.4)</b>  |
| <b><i>The learner will</i></b>   | <b><i>The learner can</i></b>  |
| 1. Understand the environmental requirements when transferring companion animals | 1.1 Explain the importance of evaluating the transportation environment before conducting an animal transfer<br><br>1.2 Outline the factors that are to be assessed before completing an animal transfer to ensure the wellbeing and safety of the companion animal  |

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|  | 1.3 | Explain the minimum space allowance when transferring animals   |
| 2. Understand the duties of the driver when transferring companion animals                                       | 2.1 | Explain the inspection process which should take place before, during and after the journey including: <ul style="list-style-type: none"> <li>• Official Paperwork</li> <li>• Inspection of Vehicle</li> <li>• Welfare of the animal</li> </ul> |
|  | 2.2 | Describe how the duration of the trip can affect the wellbeing of the companion animal  |
|  | 2.3 | Identify the significance of an eventuality plan when organising a journey with companion animals   |
| 3. Understand the physical, physiological and behaviour requirements of companion animals when being transferred | 3.1 | Explain ways to handle the animals safely and how to lift them appropriately from the vehicle, including the use of any handling and restraint equipment if needed  |
|  | 3.2 | Describe the process of providing food and water when transferring companion animals  |
|  | 3.3 | Summarise the rest periods needed for companion animals throughout the transferring journey   |
|  | 3.4 | Explain how detachment issues could impact an animal's wellbeing during the transfer journey  |
| 4. Understand the legal requirements for transporting companion animals  | 4.1 | Explain the rules and regulations governing the transferral process of companion animals  |
|  | 4.2 | Identify what transport documentation is required when transferring companion animals   |
|  | 4.3 | Describe the importance of starting official possession   |

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|  | 4.4 | documentation in relation to the wellbeing of the animal<br><br>Identify the consequences for failing to comply with laws regarding transferring companion animals |
|--|-----|--|

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| <b>Transporting Companion Animals</b>   |   |
|---|---|
| <b>Unit Reference</b>   | <b>D/651/0358</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 how to decrease tension throughout the process of transferring a companion animal. Learners will acknowledge the process of managing animals throughout the transferring process. The learners will acknowledge the roles required when transferring a companion animal and they will also recognise the correct techniques to hold and transfer animals who are tense, scared and injured.</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 how to minimise stress for companion animals when being transported   | <p>1.1 Outline the principal reasons which could cause stress in an animal when being transferred</p> <p>1.2 Describe the essential techniques of reducing stress for the companion animal throughout the transferring process</p> <p>1.3 Evaluate the signs of stress in companion animals when being transported and outline the process to follow if these signs are being exhibited</p>   |
| 2. Understand the processes and duties required when transferring companion animals | 2.1 Describe the process for successful control and management of a companion animal throughout the transferring process  |

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|---|-----|---|
|   | 2.2 | Explain the handling and restraint techniques used on companion animals throughout the transferring process   |
|   | 2.3 | Evaluate frequent challenges which impact managing animals when being transferred   |
|   | 2.4 | Describe the duties required when transferring companion animal   |
|   | 2.5 | Compare the duties of those operating in transferring a companion animal  |
| 3. Understand the different handling methods required when transferring animals | 3.1 | Describe the correct handling methods for companion animals when being transferred  |
|   | 3.2 | Evaluate the challenges when transferring companion animals who are displaying signs of: <ul style="list-style-type: none"> <li>• stress</li> <li>• injury</li> <li>• being scared</li> </ul> |
|   | 3.3 | Compare possible adaptations required to make sure correct handling techniques are applied to companion animals who are stressed, injured or scared   |

## Qualification Guidance

# 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.