SEG Awards Level 3 Diploma in Assistance Canine Training

England – 610/4221/3

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 D9265-03.

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

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 Diploma in Assistance Canine Training has been designed to develop knowledge and skills within assistance canine training.

Pre-requisites

For this qualification, it is not essential but is suggested for learners to have some experience within the field of working alongside dogs. It is essential however for learners to be the minimum age of 16 when enrolling on to this qualification.

Two days of practical training will need to be completed by the learner in order to meet the overall requirements and therefore, learners will need to ensure that they can meet this need before enrolling.

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 Assistance Canine Training

Learners must achieve 42 credits. All credits must come from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 42				
Canine Legislation	H/650/8967	3	5	30
Canine Development and Learning	K/651/1611	3	6	54
Canine Care During Training	L/651/1612	3	6	54
Canine Support for Disabilities	M/651/1613	3	4	34
Canine Behaviour	Y/650/8945	3	5	40

Support Required from a Canine	R/651/1614	3	3	22
Medical Care for Canines	T/651/1615	3	3	28
Training Canines to Support Disabilities	Y/651/1616	3	3	28
Canine Practical Training	A/651/1617	3	7	20

Aim

The SEG Awards Level 3 Diploma in Assistance Canine Training will supply learners with essential knowledge and experience to evaluate the support required by a canine. Learners will acknowledge methods and use plans to encourage learning for training a canine and supporting canines to adjusting to change. Learners will then progress their acknowledgement of relating legislation essential for the welfare and training of a canine, especially when in a kennel environment and will have the opportunity to evaluate and teach canines for assistance canine training.

Target Group

The target group for SEG Awards Level 3 Diploma in Assistance Canine Training is for those learners who have a passion for canine care and training, who would like to develop their experience within this field. This qualification will provide the learners with an experience of working closely with canines and the chance to learn from professionals already trained and employed within this field.

Practical Hours Requirement

It is required for learners to complete 15 hours of practical training/hours to obtain the skills required in assistance canine training. Learners will gain the required skills, knowledge and behaviours to work professionally in canine training alongside formalising the capability of those already working in the field.

The below unit requires practical training hours to be completed:

- Canine Practical Training - 15 hours

Skills and Education Group Awards have provided a Practical Training Log template for Learners to use to professionally log these hours however, use of this log is not mandatory.

Assessments

This qualification is to be completed by portfolio submission including physical demonstration on live animals throughout units, with clear evidencing linked to the relevant Assessment Criteria.

Where physical demonstration is required, this needs to be observed and recorded by the tutor to support the overall qualification submission.

As detailed above, there is also a 15 hour requirement of practical hours, which need to be logged and submitted as part of the overall qualification submission.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Diploma in Assistance Canine Training.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:
- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Practical Hours Training Log
- Progression Routes Flow Chart

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 assistance guide dog training.

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 canines, 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 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 for Animal Welfare Officers

Qualification Guidance

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 Diploma in Assistance Canine Training	
Qualification Purpose	The SEG Level 3 Diploma in Assistance Canine Training has been designed to provide learners with the required level of knowledge and understanding on the importance of assistance canines, how canines can assist others and how to train the canines, all in line with current regulations. This qualification will not only explore into how canines can support humans but also explore how to maintain the health and welfare of canines that are used to assist others. 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.

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	20/05/2024
Review Date	20/05/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	310 hours
Total Qualification Time (TQT)	420 Hours
Credit Value	42

Qualification Guidance

Skills and Education Group Awards Sector	Animal Care
Regulator Sector	3.3 - Animal care and veterinary science
Support from Trade Associations	

Unit Details

Canine Legislation	
Unit Reference	**H/650/8967**
Level	**3**
Credit Value	**5**
Guided Learning (GL)	**30**
Unit Summary	Learners will look at the Legislations involved in Canine care, including situations when these Legislations may be enforced. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.2)**
The learner will	*The learner can*
1. Understand legislation relating to Canines	1.1 Explain the impact of the Animal Welfare Act 2006 on Canines 1.2 Analyse the Dangerous Dogs Act 1991 1.3 Describe other Legislation relating to Canines
2. Know situations where legislation may be enforced	2.1 Evaluate situations where the Dangerous Dogs Act 1991 may be enforced 2.2 Evaluate situations where the Animal Welfare Act 2006 may be enforced

Canine Development and Learning

Unit Reference	K/651/1611
Level	3
Credit Value	6
Guided Learning (GL)	54
Unit Summary	Learners will acknowledge how canines are educated and adjust to alternative circumstances, exploring into the significance of development for learning in canines. Learners will understand different methods to encourage a canine to learn, recognising instinctive canine actions and social behavioural traits. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	**The learner can**	
1. Understand the premise of how a canine acquires knowledge	1.1	Describe the premises in how a canine acquires knowledge in the following areas: • Classical Conditioning • Operant Conditioning • Marker Training and Shaping • Research Based Information
	1.2	Outline the principles of canine psychology, including cognition, memory, and sensory perception and how these impact on a canines learning
2. Be able to recognise how a canine adjusts to alternative circumstances	2.1	Evaluate the effect of alternative circumstances on canines, which include: • multiple trainers • ecological adaptations
	2.2	Evaluate the effect of alternative circumstances in assistance canine training

	2.3	Outline how the learning environment can have an impact on canine learning and development
3. Be able to understand the importance and different methods to encourage development in canine training	3.1	Analyse the methods to encourage development for canine training in the following areas: • physical activity • free physical activity • recovery and rest
	3.2	Outline the key learning stages of a canine and why it is important to utilise these stages
	3.3	Evaluate the importance of positive reinforcement when encouraging development in canine training
4. Understand natural canine actions and the way in which they interact	4.1	Describe what is considered as natural canine actions and behaviour
	4.2	Evaluate effective ways canines interact in training sessions, through natural behaviour and play
	4.3	Describe signs of stress in a canine and how this will affect interaction with others
5. Be able to recognise canine interactions and resolve concerns	5.1	Evaluate the significance of enthusiasm for assistance canine training
	5.2	Describe a canine's way of interacting and how to resolve a concern displayed in their behaviour
	5.3	Evaluate how interacting and resolving concerns with a canine's actions assist with training a canine

Canine Care During Training

Unit Reference	L/651/1612
Level	3
Credit Value	6
Guided Learning (GL)	54
Unit Summary	Learners will acknowledge the benefit of excellent care of a canine and the benefit of care whilst training. This unit will explore ways to care for a Canine, covering various emotions and behaviours, within various settings and the importance of routine. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	**The learner can**	
1. Understand the importance and impact a human can have on a canine	1.1	Evaluate the meaningfulness of the relationship between a human and canine, specifically in assistance canine training
2. Be able to recognise suitable controlling techniques for canines	2.1	Analyse the importance of using a variety of controlling techniques when training canines, which include: strength and loose techniques
3. Understand what is required to encourage good canine welfare	3.1	Outline the basics required for a canine welfare check
	3.2	Evaluate the effect of daily welfare regimes on a canine's actions and their development
	3.3	Describe what influences excellent care of a canine
	3.4	Evaluate the effect of excellent care of a canine in assistance dog training

Qualification Guidance

4. Understand the benefits of a healthy diet on a canine's wellbeing, learning and behaviour	4.1	Evaluate the effect of a healthy diet on a canine's actions and development
	4.2	Describe the necessity of a healthy diet to a canine's actions, their wellbeing and development
5. Be able to recognise the impacts that a kennel or care environment can have on a canine	5.1	Evaluate common methods used in the canine kennel environment
	5.2	Evaluate techniques for managing stress in canines in a kennel or care setting

Canine Support for Disabilities

Unit Reference	M/651/1613
Level	3
Credit Value	4
Guided Learning (GL)	34
Unit Summary	Within this unit, learners will acknowledge alternative disabilities that a canine can support with and how they are to do this. The positives of canine support will be highlighted along with the potential risks which Learners will be made aware of. Learners will explore into the benefits of canine training prior to human interaction, ensuring the welfare of both the human and canine involved. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	**The learner can**	
1. Understand alternative disabilities canines can support with	1.1	Describe disabilities a canine is able to support with, including both mental and physical disabilities
	1.2	Explain the risk factors that could be associated with canines supporting with varying disabilities
	1.3	Outline what key factors can be put into place to ensure the welfare of both the canine and the human
	1.4	Explain the need for adaptations and support equipment when a canine is supporting a human with a disability

Qualification Guidance

2. Understand the importance of training a canine before supporting a human with a disability	2.1	Describe what training a canine is to undertake before interacting with a human with a disability
	2.2	Explain the different techniques a trainer can adopt when training a canine to encourage their understanding, learning and consistency
	2.3	Outline the potential risks of a canine supporting a human with a disability if they were not correctly trained
3. Understand how a canine can support a human with a disability	3.1	Explain what is meant by the term Assistance Canine
	3.2	Describe the different skills and techniques a canine learns to support a human to carryout day to day activities
	3.3	Outline the principles and benefits of a canine supporting a human with a disability, including how canine interactions can positively affect physical, emotional and cognitive well-being
	3.4	Analyse the considerations that need to be taken in to account when sourcing a canine to support a human with a physical disability

Canine Behaviour

Unit Reference	**Y/650/8945**
Level	**3**
Credit Value	**5**
Guided Learning (GL)	**40**
Unit Summary	Learners will explore body language and behaviour signals seen in Canines. This includes the causes and signs of different undesirable behaviours and techniques used to modify behaviours. Aggression will also be examined, including how to recognise the signs and situations leading up to aggressive behaviour. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	*The learner can*	
1. Understand Canine body language	1.1	Identify different body language signals seen in Canines
	1.2	Evaluate body language in Canines
	1.3	Describe terminology used in Canine behaviour
2. Understand aggression, fear and stress in Canines	2.1	Explain causes and signs of stress seen in Canines
	2.2	Explain causes and signs of fear seen in Canines
	2.3	Explain causes and signs of aggression seen in Canines
3. Know the escalation of aggression in Canines	3.1	Describe the ladder of aggression in Canines
	3.2	Describe the links between stress, fear and aggression in Canines

Qualification Guidance

| 4. Understand Canine behaviour issues | 4.1 | Identify behavioural issues seen in Canines |
| | 4.2 | Explain behaviour modification techniques for behaviour issues in Canines |

Support Required from a Canine

Unit Reference	R/651/1614
Level	3
Credit Value	4
Guided Learning (GL)	22
Unit Summary	Learners will gain an understanding towards what is meant by 'disability awareness' and the importance of this when working with animals. Disability needs will be explored, and learners will know how to devise and execute official reports in connection to a customer and a canine. 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 the importance of disability awareness	1.1	Describe what is meant by the term 'disability awareness'
	1.2	Outline the importance of disability awareness especially when animals are present
	1.3	Analyse different breeds of canines that would be suitable for supporting people with different disabilities
2. Understand how to evaluate a human's requirements from a canine	2.1	Describe how to evaluate a human's requirements in relation to their disability
	2.2	Identify specific objectives and goals based on the individual needs in relation to the support a canine can provide
3. Understand official documentation in connection to assisted canine support	3.1	Evaluate the details from official documentation in connection to clients and canines

	3.2	Describe the effect of clarifying official documents in connection to clients and canines
	3.3	Create a report of configuration documents for clients and canines
4. Be able to create an assessment report for clients, outlining a canine's overall ability welfare and suitability to support with a disability	4.1	Outline the need to assess a canine's wellbeing and suitability before interacting with a human
	4.2	Produce an assessment report to provide an overview of a canine's health, behaviour and overall wellbeing
	4.3	Outline what documentation will be required to support the assessment report
	4.4	Identify the importance of actions within an assessment report, including the summary

Medical Care for Canines

Unit Reference	T/651/1615
Level	3
Credit Value	3
Guided Learning (GL)	28
Unit Summary	Learners will acknowledge the signals of a healthy and unhealthy canine which is essential before allowing a canine to interact with others. Learners will acknowledge the significance of conducting physical checks on a dog, recognise essential medical care for canines and acknowledge the concept of emergency medical care. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	*The learner can*	
1. Understand the significance of conducting physical medical checks on canines	1.1	Compare and contrast the signs of a healthy and unhealthy canine
	1.2	List what needs to be checked, as a minimum, when conducting a physical medical check on a canine
	1.3	Evaluate the significance of regular physical check-ups for assistance canine training
2. Know the requirements of canine first aid	2.1	Explain current legislation that needs to be considered when dealing with a canine first aid emergency
	2.2	Explain the objectives of canine first aid
	2.3	Identify who can perform emergency canine first aid

Qualification Guidance

	2.4	Describe the methods for essential first aid for canines which include: • Injury Control • Bleeding • A Burn • Electric Shock • Suffocation by Water • Breaking A Bone • Disturbance • Bandaging
3. Understand the concepts of medical care	3.1	Describe the medical care that can be given to canines, by someone who is not a veterinarian
	3.2	Provide examples of real-life scenarios where medical care would be required for a canine

Training Canines to Support Disabilities

Unit Reference	Y/651/1616
Level	3
Credit Value	3
Guided Learning (GL)	28
Unit Summary	Learners will acknowledge what is required to train a canine that will be supporting a disability. Learners will acknowledge the customer suitability procedure and recognise how to provide PACT targets for participants. This unit is a knowledge-based unit, with no physical requirements.

Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	*The learner can*	
1. Understand how to train a canine when assisting with a disability	1.1	Outline the key methods and techniques used when teaching canines
	1.2	Describe how to encourage canines in training sessions
	1.3	Create a training programme for canines when looking to be involved with assisting a disability
2. Understand client suitability procedure	2.1	Describe the client suitability procedure
	2.2	Evaluate the effect of applying the client's suitability procedure when working with canines
3. Be able to create PACT targets for a canine assisting with a disability	3.1	Describe what is meant by the term PACT targets and when they are to be used
	3.2	Create a range of PACT targets linked to canine participants
	3.3	Outline the benefits of using PACT targets when training a canine

Canine Practical Training

Unit Reference	A/651/1617
Level	3
Credit Value	7
Guided Learning (GL)	20
Unit Summary	Within this unit, Learners will have the opportunity to display the abilities needed to evaluate and teach canines for assistance canine training. They will be able to evaluate the correct technique of teaching a single canine and identify clever body movements. This unit is a knowledge and skill-based unit, requiring some physical demonstrations and 15 hours external practical hours to be completed.

Learning Outcomes (1 to 5)		Assessment Criteria (1.1 to 5.1)
The learner will		*The learner can*
1. Understand the different emotions portrayed by a canine	1.1	Identify the sentimental conditions of a canine which include: • Signs • Behavioural Actions • Body Movements
	1.2	Identify canine body movements and posture which could be misunderstood
	1.3	Identify how to use calming techniques for a canine exhibiting signs of stress
2. Be able to display how to prepare a canine for assistance canine training	2.1	Explain how to create a calm training setting for canines
	2.2	Describe training techniques for a canine to select particular items from a household
	2.3	Identify how to use both insensitive and sensitive

		conditioning methods with a canine
3. Be able to operate a lead and harness effectively and safely when on a canine	3.1	Demonstrate how to correctly fit a harness and attach a lead to a canine harness and lead to a canine
	3.2	Explain how to use a harness and lead safely
4. Be able to appropriately use a clicker when training a canine	4.1	Describe the application of a clicker when training a single canine
	4.2	Demonstrate successful use of using a clicker when training a canine to achieve desired outcomes
5. Be able to use appropriate techniques when training a canine	5.1	Demonstrate force free training methods

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.