

Purpose Statement

SEG Awards Level 3 Diploma in Animal-Assisted Intervention – 610/4294/8

Overview

The SEG Awards Level 3 Diploma in Animal-Assisted Intervention has been designed to provide learners with the information, acknowledgement and abilities to work alongside all animals supporting animal-assisted interventions and animal-assisted therapy to a variety of individuals and people in groups with different mental and physical disabilities, including visual impairments.

Throughout this qualification, the learners will develop knowledge on the history of Animal-assisted Interventions (AAIs), the use of Animal-assisted Interventions (AAIs) and the Legal requirements which co-exist with these areas. This qualification will prepare the learners for employment in Animal Assistance and will be able to support customers who require training in this particular area.

Who is this qualification for?

The SEG Awards Level 3 Diploma in Animal-Assisted Intervention is designed for learners over the age of 16, who have a passion for animals. This qualification will provide learners with the experience to work hands-on with professions within this field and learn the knowledge and skills to further their interest and education in Animal-Assisted Intervention.

There are no entry requirements for this qualification, however, learners should be working to at least a Level 2.

Within the Conducting Canine Assisted Intervention unit there is a practical requirement in which canine interaction will be required. The practical element within this unit is to be conducted over 2 days of practical training, both days will need to be attended to complete the full unit.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

What does the qualification cover?

The SEG Awards Level 3 Diploma in Animal-Assisted Intervention has been designed to provide learners with the information, acknowledgement and abilities to work alongside all animals supporting animal-assisted interventions and

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animal-assisted therapy to a variety of individuals and people in groups with different mental and physical disabilities, including visual impairments.

Learners, upon successful completion, will be given the opportunity to excel within a rewarding career and to contribute to other people's health and welfare in an ever-expanding sector.

The qualification covers:

- > **Theory and Historical Use of Animal-Assisted Interventions -** Learners will acknowledge what defines an animal-assisted intervention and how it is applied to situations. Learners will explore into the history of animal-assisted intervention and how human and animal relationships play a huge part to its success.

This unit is a knowledge-based unit, with no physical requirements.

- > **Lawful Duties of Animal-Assisted Intervention -** Learners will acknowledge the essential elements of safeguarding linked to animal-assisted intervention as well as acknowledging how laws for working alone apply. Learners will gain an understanding towards what is deemed as appropriate during protection animal-assisted interventions along with linked regulations and insurances.

This unit is a knowledge-based unit, with no physical requirements.

- > **Health and Wellbeing Benefits of Animal-Assisted Interventions -** Learners will gain an understanding of both the mental and physical disabilities in which animals can provide support. They will acknowledge learning difficulties and neurocognitive disorders. They will acknowledge the recognition of disabilities when operating with animals.

This unit is a knowledge-based unit, with no physical requirements.

- > **Animal-Assisted Intervention Roles and Responsibilities -** Learners will recognise the specific duties of the animal-assisted intervention handlers when working and teaching within this environment. Learners will understand the skills required for animal-assisted intervention handlers along with the relevant codes of practice that apply to animal-assisted interventions. Learners will understand the importance of setting the correct scene for animal-assisted interventions in organisations and how to successfully conduct an animal-assisted intervention session.

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- > **Client and Animal-Assisted Intervention Pairing** - Within this unit, Learners will understand the importance of correct animal and customer pairing in correspondence to animal-assisted intervention.

This unit is a knowledge-based unit, with no physical requirements.

- > **The Application of Animal-Assisted Intervention** - Learners will recognise the benefits of animal-assisted interventions and will acknowledge how this benefits others. Learners will understand how animal-assisted interventions can be applied to treatment for a variety of disorders and disabilities both in children and adults. Learners will also explore how animal-assisted interventions can be applied to humans of all ages, such as children and the elderly. Learners will acknowledge the contravene to conflicts of animal-assisted interventions.

This unit is a knowledge-based unit, with no physical requirements.

- > **Animal-Assisted Intervention Process** - Learners will recognise the procedure of selecting and teaching suitable animals for animal-assisted intervention. Learners will gain the skills to identify animals that are not appropriate for assisted intervention. Learners will acknowledge the wellbeing requirements of the animals working in animal-assisted interventions along with their usual behaviour recognising signals of tension. Human body gestures will also be acknowledged within this unit.

This unit is a knowledge-based unit, with no physical requirements.

- > **Conducting Canine Animal-Assisted Intervention** - This unit will allow Learners the opportunity to demonstrate their knowledge in evaluating and teaching canines in animal-assisted intervention. Learners will be able to evaluate suitable techniques for teaching for a single canine and identify their emotional states via body movements.

This unit is a knowledge and skill-based unit, requiring some physical demonstrations and 15 hours external practical hours to be completed.

Practical Hours Requirement

It is required for learners to complete 30 hours of practical training to obtain the skills required in |Level 6 Diploma in Applied Canine Behaviour Management. Learners will gain the required skills, knowledge and behaviours to work professionally in canine management alongside formalising the capability of those already working in the field.

The below units require practical training hours to be completed:

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- > Conducting Canine Assisted Intervention - 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.

Assessment

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.

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.

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.

What could this qualification lead to?

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment within animal or canine care.

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 care further.

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.

Further Information

Further information on the qualification can be found on the Skills and Education Group Awards website.