Skills & Education Group Awards

Qualification Guidance Document

# SEG Awards Level 3 Diploma in Canine Massage

## England – 610/8274/0

## 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 have 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

The Skills and Education Group Awards website provides access to a wide variety of information.

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## Specification Code

The specification code is D9275-03.

| Issue | Date | Details of change |
|---|---|---|
| 1.0 | October 2026 | 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.

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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 Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

| SEG Awards Level 3 Diploma in Canine Massage | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Qualification Purpose** | This qualification has been designed to provide learners with the knowledge, to then be able to use hands-on skills to provide therapeutic massage to canines, focusing on both relaxation and rehabilitation techniques.<br><br>Occupations within Animal Care Services have shown a strong increase in 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 qualification(s) is regulated by Ofqual | | | | | | | |
| **Assessment** | > Portfolio of Evidence<br>> External Placement | | | | | | | |
| **Type of Funding Available** | See FaLA (Find a Learning Aim) | | | | | | | |
| **Grading** | Pass/Fail Only | | | | | | | |
| **Operational Start Date** | 01/11/2026 | | | | | | | |
| **Review Date** | 31/10/2029 | | | | | | | |
| **Operational End Date** | | | | | | | | |
| **Certification End Date** | | | | | | | | |
| **Guided Learning (GL)** | 410 hours | | | | | | | |
| **Total Qualification Time (TQT)** | 500 hours | | | | | | | |
| **Credit Value** | 50 | | | | | | | |

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|---|---|
| **Skills and Education Group Awards Sector** | Agriculture, Environment and Animal Care |
| **Regulator Sector** | 3.3 - Animal care and veterinary science |
| **Voluntary Professional Register** | |

## Introduction

The SEG Awards Level 3 Diploma in Canine Massage has been designed to provide learners with the required knowledge on how to appropriately massage a canine in an ethical and professional manner. Learners will then have the opportunity to apply the knowledge gained by actively performing massage techniques on canines, under supervision within a placement.

## Pre-requisites

There are no formal entry requirements for this qualification. However, it is expected for learners to have knowledge of at least Level 2 within Animal Care, with good working levels of English and Maths.

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

**Qualification Title: SEG Awards Level 3 Diploma in Canine Massage**

Learners must achieve 50 credits. All credits must come from the 9 mandatory units.

| Unit Title | Unit Number | Level | Credit Value | GL |
|---|---|---|---|---|
| **Mandatory Group Minimum Credit Target - 50** | | | | |
| The Fundamentals of Canine Massage | M/650/9419 | 3 | 4 | 30 |
| Water Massage for Canines | F/652/4354 | 3 | 6 | 50 |

| | | | | |
|---|---|---|---|---|
| Canine Conduct in a Therapy Environment | J/652/4356 | 3 | 5 | 40 |
| Essential Strategies for Canine Massage | L/652/4358 | 3 | 4 | 30 |
| Physical and Behavioural Examination of a Canine | Y/652/4360 | 3 | 6 | 50 |
| Frequent Neurological and Orthopaedic Conditions Introduced for Massage Therapy | D/652/4362 | 3 | 6 | 50 |
| Methods for Healing Canine Tissue | H/652/4364 | 3 | 5 | 40 |
| The Application of Massage Techniques in Canines | K/652/4366 | 3 | 7 | 60 |
| The Study of Canine Anatomy | L/652/4367 | 3 | 7 | 60 |

## Aim

The SEG Awards Level 3 Diploma in Canine Massage has been designed to provide learners with the necessary knowledge and skills relating to canine massage. This includes acquiring a comprehensive understanding of canine behaviour, anatomy and physiology. Learners will be given the opportunity to use their knowledge gained to master a range of massage techniques as part of a placement, applying their skills to improve canine well-being and assessing musculoskeletal issues in canines.

This qualification has been developed with reference to the acts listed below:

- Veterinary Surgeons Act 1966
- The Veterinary Surgery (Exemptions) Order 2015
- Animal Welfare Act 2006
- Data Protection Act 2018

## Target Group

The SEG Awards Level 3 Diploma in Canine Massage is designed for learners of the age of 16 and over, who have a passion in canine care and who are passionate about developing skills in canine healthcare.

Under the Veterinary Surgeons Act 1966, diagnosis, treatment and advice relating to disease or injury are generally restricted activities. The Veterinary

Surgeons (Exemptions) Order 2015 provides an exemption allowing physiotherapy and related manipulative therapies when:

- the practitioner is 18 or over; and
- treatment is provided under the direction of a veterinary surgeon who has examined the animal and prescribed the treatment.

## Practical hours Requirement

It is required for learners to complete 42 hours of practical training within an external placement provider, to obtain the skills required in Canine Massage.

Learners will obtain the knowledge required to understand different massage techniques, essential massage strategies and healing methods for canines. It is vital for the learners to improve their knowledge from one another and build successful connections with clients.

Animals presenting with injury, pathology, disease, orthopaedic or neurological conditions must only receive treatment with veterinary consent/referral.

The following unit requires practical training hours to be completed:

- The Application of Massage Techniques in Canines - 42 hours

Skills and Education Group Awards have provided a Placement Guidance document outlining the requirements of the placement that Centres and Learners need to adhere to. Skills and Education Group Awards have also provided a Practical Training Log template for Learners to use to professionally log their placement hours.

## Assessment

This qualification is to be completed by portfolio submission.

Practical demonstration is required when undertaking the 42 hours of placement as part of The Application of Massage Techniques in Canines unit.

The 42-hour requirement for practical hours will need to be logged and submitted as part of the overall qualification submission. There will need to be clear evidence, from a qualified supervisor at the placement, that the hours were carried out safely and appropriately. This is to be achieved through witness testimonies, recording sessions including taking notes and providing feedback on the learner's performance.

## Resources

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

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Placement Guidance
- Practical Hours Training Log
- Witness Testimony
- Progression Route

## Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

## 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 canine massage.

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.

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.

## Unit Details

| The Fundamentals of Canine Massage | | |
|---|---|---|
| **Unit Reference** | M/650/9419 | |
| **Level** | 3 | |
| **Credit Value** | 4 | |
| **Guided Learning (GL)** | 30 | |
| **Unit Summary** | Learners will gain knowledge of a solid foundation in the principles and techniques of canine massage therapy. The unit is designed to develop the necessary knowledge for learners to be able to perform basic massage techniques on canines.<br><br>This unit is a knowledge-based unit, with no physical requirements. | |
| **Learning Outcomes (1 to 3)** | **Assessment Criteria (1.1 to 3.2)** | |
| **The learner will** | **The learner can** | |
| 1. Understand fundamental methods for canine massage | 1.1 | Explain the fundamental methods of canine massage and its benefits for overall well-being |
| | 1.2 | Explain relaxed stretching and the benefits of this in canine massage |
| | 1.3 | Establish circumstances where relaxed stretching might not be suitable |
| 2. Understand when to apply fundamental stretching and massage methods | 2.1 | Describe how to adapt massage and stretching methods built on the response of a canine |
| | 2.2 | Describe the contraindications and precautions associated with canine massage |

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| 3. Understand the measured results for canine massage therapy | 3.1<br><br><br>3.2 | Explain the importance of differentiating between brief and permanent results of canine massage therapy<br><br>Evaluate the significance of canine development throughout a massage therapy plan |

| Water Massage for Canines | | |
|---|---|---|
| **Unit Reference** | F/652/4354 | |
| **Level** | 3 | |
| **Credit Value** | 6 | |
| **Guided Learning (GL)** | 50 | |
| **Unit Summary** | Learners will gain the essential knowledge and understanding required to support the safe and effective use of water massage techniques in canines.<br><br>This unit is a knowledge-based unit, with no physical requirements. | |
| **Learning Outcomes (1 to 4)** | **Assessment Criteria (1.1 to 4.3)** | |
| **The learner will** | **The learner can** | |
| 1. Understand the principles and benefits of water in canine massage | 1.1 | Explain the physiological and psychological effects of water massage on the canine musculoskeletal and circulatory systems, and overall well-being |
| | 1.2 | Evaluate the benefits of water massage in promoting relaxation, pain relief and improving motion in canines |
| 2. Understand the water equipment used in canine massage | 2.1 | Explain the various types of equipment used in canine water massage and their purpose |
| | 2.2 | Analyse the safety considerations associated with various equipment and propose ways to mitigate risk during canine water massage sessions |
| | 2.3 | Evaluate the appropriateness of different water massage equipment based on the specific needs and conditions of the canines |

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| 3. Understand how to apply appropriate water massage techniques to promote well-being in canines | 3.1 | Explain the necessary preparations before a canine water massage session, including assessing the canine's overall health and readiness for treatment |
| | 3.2 | Explain the water massage techniques used to ensure safe and optimal treatment for canines |
| | 3.3 | Describe how to adapt water massage techniques to different canine breeds with consideration to size, age, health and behaviour |
| 4. Understand the considerations involved in creating a management plan for a canine post-water massage treatment | 4.1 | Develop a detailed management plan for canine clients after water massage treatment |
| | 4.2 | Explain the techniques that can be incorporated into a post-water massage management plan to extend the well-being of the canine |
| | 4.3 | Explain how the management plan will be effectively communicated with the canine's owner/care giver and what considerations need to be included for effective ongoing post-treatment care |

| Canine Conduct in a Therapy Environment | | |
|---|---|---|
| **Unit Reference** | J/652/4356 | |
| **Level** | 3 | |
| **Credit Value** | 5 | |
| **Guided Learning (GL)** | 40 | |
| **Unit Summary** | Learners will understand how canines behave in a therapy setting and acknowledge the importance of creating a stress–free environment for canines and staff.<br><br>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 effective verbal communication techniques that establish a strong connection with canines | 1.1 | Describe how to effectively communicate with canines using verbal cues and commands to elicit specific responses |
| | 1.2 | Explain a range of expressions and actions that canines demonstrate as a way of communication including facial, physical and verbal |
| | 1.3 | Identify ways to handle canines appropriately using humane methods that reinforce to the canine non-threatening body language in the human |
| 2. Understand the concept of discomfort and how this can impact canine behaviour | 2.1 | Define discomfort and a variety of sources that can create discomfort in canines |
| | 2.2 | Explain the relationship between discomfort and behaviour in canines |
| | 2.3 | Identify types of behavioural traits canines may display when experiencing discomfort |

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| 3. Understand how tension can impact canine behaviour | 3.1 | Analyse the causes of a canine becoming tense in a therapeutic environment |
| | 3.2 | Identify the signs of a canine feeling tense |
| | 3.3 | Describe the importance of creating a low-tension and safe environment for canines and the benefits that align with a low-tension environment |

| Essential Strategies for Canine Massage | | |
|---|---|---|
| **Unit Reference** | L/652/4358 | |
| **Level** | 3 | |
| **Credit Value** | 4 | |
| **Guided Learning (GL)** | 30 | |
| **Unit Summary** | Learners will recognise the variety of massage techniques for canines and identify specific strategies when considering the appropriate course of treatment to suit individual canines and their specific needs. Learners will understand the importance of ethical practice and prioritising canine welfare.<br><br>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 the specific strategies for massaging canines | 1.1 | Outline the specific canine muscle groups and areas commonly associated with trigger points relevant to performing canine massage therapy |
| | 1.2 | Outline the advantages of massage treatment for canines with consideration to improved outcomes in physiology and biology |
| | 1.3 | Describe when specific massage techniques will be applied to enhance the well-being and welfare of canines |
| | 1.4 | Describe the post-treatment aftercare requirements for canines following massage therapy |
| 2. Understand the purpose of massage strategies for canines who are athletes | 2.1 | Explain the massage strategies used during warm-up and cool-down phases |

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| | | that are essential for injury prevention in canine athletes |
| | 2.2 | Explain the massage strategies essential for a canine when cooling down after competing |

| Physical and Behavioural Examination of a Canine | | |
|---|---|---|
| **Unit Reference** | Y/652/4360 | |
| **Level** | 3 | |
| **Credit Value** | 6 | |
| **Guided Learning (GL)** | 50 | |
| **Unit Summary** | Learners will gain an understanding towards the way in which canines walk and how to evaluate their physical condition. Learners will also understand how to observe the posture of canines and assess the strength of their muscles.<br><br>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 the importance and purpose of a canine examination | 1.1 | Explain the purpose of examining a canine and assessing their behaviour during the examination process |
| | 1.2 | Explain the components of a canine examination that must be covered by a canine massage therapist |
| | 1.3 | Analyse safety measures and associated risks when performing canine massage treatment |
| 2. Understand normal and abnormal canine gait and movement patterns | 2.1 | Compare and contrast normal and abnormal gait across five canine breeds |
| | 2.2 | Explain the phases of the gait cycle in canines |
| | 2.3 | Describe the terminology used to describe various movements in canine gait analysis |

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| | 2.4 | Contrast how canine gait changes across different life stages |
| 3. Understand factors influencing canine stance and posture | 3.1 | Outline normal and abnormal stances for five canine breeds |
| | 3.2 | Explain how massage techniques can impact a canine's stance |
| | 3.3 | Analyse how specific orthopaedic or neurological conditions can result in recognisable abnormal stances in canines |
| 4. Understand how to assess muscles in a canine | 4.1 | Categorise muscle abnormalities identifiable during canine massage assessment |
| | 4.2 | Explain how to assess muscle condition and tone in a canine |
| | 4.3 | Outline proprioception and describe methods for assessing proprioceptive responses in canines |
| | 4.4 | Explain the role of proprioceptive feedback during canine movement and activity |
| | 4.5 | Describe methods of recording and measuring kinaesthetic in canines |

| Frequent Neurological and Orthopaedic Conditions Introduced for Massage Therapy | | |
|---|---|---|
| **Unit Reference** | D/652/4362 | |
| **Level** | 3 | |
| **Credit Value** | 6 | |
| **Guided Learning (GL)** | 50 | |
| **Unit Summary** | Learners will acknowledge the nervous system and orthopaedic circumstances recommended for massage therapy. Learners will be able to recognise familiar medicinal conditions in canines shown for massage therapy. Learners will gain knowledge on how to control circumstances shown in massage therapy.<br><br>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 orthopaedic circumstances recommended for massage therapy | 1.1 | Identify common orthopaedic conditions for which massage therapy is recommended |
| | 1.2 | Recognise abbreviations used for common orthopaedic conditions |
| | 1.3 | Explain the clinical signs of common orthopaedic conditions |
| | 1.4 | Explain surgical interventions for common orthopaedic conditions |
| 2. Understand neurological conditions for which massage therapy is recommended | 2.1 | Identify common neurological conditions for which massage treatment is recommended |
| | 2.2 | Outline the abbreviations used for common neurological conditions |

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| | 2.3 | Explain the indications of usual nerve conditions |
| | 2.4 | Explain surgical interventions available for common neurological conditions |
| 3. Understand familiar medical circumstances | 3.1 | Explain common medical conditions that may present during a canine massage referral appointment |
| | 3.2 | Describe how common medical conditions are managed within massage therapy practice |
| | 3.3 | Outline how medical conditions could impact canine massage therapy |
| 4. Understand how to deal with circumstances that can occur in massage therapy | 4.1 | Describe how to develop a therapy plan for orthopaedic circumstances |
| | 4.2 | Describe how to develop a therapy plan for neurological conditions |
| | 4.3 | Describe when you might be required to alter a plan for a canine massage |
| | 4.4 | Explain the significance of recognising multiple presenting conditions when operating as a canine massage therapist |

| Methods for Healing Canine Tissue | | |
|---|---|---|
| **Unit Reference** | H/652/4364 | |
| **Level** | 3 | |
| **Credit Value** | 5 | |
| **Guided Learning (GL)** | 40 | |
| **Unit Summary** | Learners will acknowledge the recovery process and manage discomfort in association with massage therapy. Learners will understand the appropriate amount of time for canine massage in association with massage therapy.<br><br>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 tissue healing and repair in canines | 1.1 | Explain the methods of massage therapy used to promote canine tissue healing |
| | 1.2 | Explain the massage methods applied for tissue repair in canines |
| | 1.3 | Describe the impact tension has on repairing tissues |
| | 1.4 | Evaluate the impact of physical activity on tissue repair in canines |
| 2. Understand procedures to manage pain associated with massage therapy | 2.1 | Compare acute and chronic pain in canines, including how each is typically presented |
| | 2.2 | Describe the mental consequence pain would have on a canine |
| | 2.3 | Describe the appropriate time to refer to multi-disciplinary team of professionals |

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| | 2.4 | Examine sustainable adjustments that could support a canine and client management of pain |
| 3. Understand the appropriate amount of time in association with healing canine tissues | 3.1 | Describe the responsibilities of a multi-disciplinary team in relation to tissue repair |
| | 3.2 | Explain the importance of understanding tissue repair status before conducting canine massage therapy |
| | 3.3 | Describe the significance of healing tissues in association with performing massage therapy |

| The Application of Massage Techniques in Canines | | |
|---|---|---|
| **Unit Reference** | K/652/4366 | |
| **Level** | 3 | |
| **Credit Value** | 7 | |
| **Guided Learning (GL)** | 60 | |
| **Unit Summary** | Learners will gain the foundational principles of massage therapy, including body mechanics, canine positioning and use of equipment. Learners will gain knowledge on maintaining good record keeping and have an awareness of the ethical considerations related to canine massage.<br><br>This unit is a knowledge-based unit. Learning from this unit will be required to put into practice when completing the 42 external placement hours. | |
| **Learning Outcomes (1 to 4)** | **Assessment Criteria (1.1 to 4.4)** | |
| **The learner will** | **The learner can** | |
| 1. Understand the legal, professional and welfare responsibilities relating to canine massage practice | 1.1 | Explain how the Veterinary Surgeons Act 1966 and the Veterinary Surgery (Exemptions) Order 2015 affect the role and practice of a canine massage practitioner |
| | 1.2 | Explain the limits of own role and responsibilities, including veterinary consent, referral requirements and animal welfare responsibilities |
| | 1.3 | Explain when concerns to a veterinary surgeon need to be referred when findings are outside own scope of practice, involve protected veterinary activities or may affect animal welfare |

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| | 1.4 | Identify signs, symptoms, gait, posture, red-flag conditions and contraindications that may affect treatment |
| | 1.5 | Explain the responsibilities of a canine massage practitioner under the Animal Welfare Act 2006 |
| | 1.6 | Describe the five welfare needs and their relevance to therapeutic practice |
| | 1.7 | Identify behavioural and physical indicators that may suggest compromised canine welfare |
| 2. Understand the various massage techniques for canines | 2.1 | Describe the different types of massage techniques used for canines |
| | 2.2 | Explain the physical and psychological benefits of each massage therapy treatment on the canine |
| | 2.3 | Determine the appropriate massage technique for a specific canine condition or need based on their symptoms |
| | 2.4 | Evaluate the specific massage technique for a particular breed of canine with consideration to their breed, health, age and desired outcomes |
| 3. Understand the required documentation when providing canine massage therapy services | 3.1 | Evidence the necessary permissions required before executing any massage therapy treatment on a canine |
| | 3.2 | Create a checklist of the key information required prior, during and after canine massage therapy with consideration to Subject, Objective, Assessment and Plan (SOAP) notes for clinical reasoning |
| | 3.3 | Display professional client services with consideration to Data Protection legislation |

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| 4. Be able to develop and justify canine massage therapy treatment plans | 4.1 | Organise a therapy description for staff in a multidisciplinary team |
| | 4.2 | Create a massage therapy programme for a particular canine with an orthopaedic condition |
| | 4.3 | Create a massage therapy plan for anxious canines |
| | 4.4 | Evaluate findings from a canine assessment to determine whether treatment can proceed or whether veterinary referral is required |

| The Study of Canine Anatomy | | |
|---|---|---|
| **Unit Reference** | L/652/4367 | |
| **Level** | 3 | |
| **Credit Value** | 7 | |
| **Guided Learning (GL)** | 60 | |
| **Unit Summary** | Learners will be able to recognise musculoskeletal and muscular systems. Learners will acknowledge ligaments in canines and the cardiovascular and nervous systems.<br><br>This unit is a knowledge-based unit, with no physical requirements. | |
| **Learning Outcomes (1 to 5)** | **Assessment Criteria (1.1 to 5.4)** | |
| **The learner will** | **The learner can** | |
| 1. Understand the muscles in a canine | 1.1 | Describe the structures and functions of muscle found in canines |
| | 1.2 | Describe the major muscle groups in a canine's body |
| | 1.3 | Explain how the muscles work together to enable movement and maintain posture in canines |
| | 1.4 | Explain how knowledge of canine muscles is applied to assess common muscular injuries |
| 2. Understand the musculoskeletal system in a canine | 2.1 | Describe the location and composition of the main skeletal divisions in canines |
| | 2.2 | Explain the properties of cancellous and compact bone in canines |
| | 2.3 | Explain the structure and features of the different bone types found in canines |

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| 3. Understand the main connecting tissues in canines | 3.1 | Explain the purpose of connective tissues in canines |
| | 3.2 | Identify the main fibre types found in connective tissues in canines |
| | 3.3 | Recognise the different categories of connective tissues in canines |
| | 3.4 | Identify the location and structure of fascial tissues in canines |
| | 3.5 | Explain the location, structure and purpose of the main ligaments in canines |
| | 3.6 | Describe the characteristics and locations of cartilage and fibrous tissue in canines |
| 4. Understand the nervous system in a canine | 4.1 | Explain the main nerve structure in a canine |
| | 4.2 | Explain the peripheral nerve structure in a canine |
| | 4.3 | Describe the mechanism of an involuntary reflex action in canines |
| | 4.4 | Outline the main spinal nerves in a canine |
| 5. Understand the cardiovascular and accessory systems in a canine | 5.1 | Explain the study and purpose of the heart organ in a canine |
| | 5.2 | Explain the structure and function of the major arteries in canines |
| | 5.3 | Explain the main structures of the respiratory system in canines |
| | 5.4 | Describe the structure and function of the lymphatic system in canines |

# 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.

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 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.