



## Qualification Specification

# GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management (610/7048/8)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

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## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management (610/7048/8) qualification.

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management	610/7048/8	16/02/2026	Feb 2031

### 1.3 Qualification Aims and Objectives

The GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management qualification aims to provide learners with knowledge and skills across all aspects of canine care, welfare, and behaviour management.

Through this qualification, learners will explore the topics related to dog ownership and care. Learners will explore the historical and cultural connections between humans and dogs, along with the ethical and legal responsibilities of dog ownership.

Learners will also develop their knowledge of canine behaviour, communication, health, nutrition, training techniques, enrichment, handling, and grooming.

Specialised training for working dogs and canine first aid is also included, ensuring learners are well-equipped to manage a dog's well-being across various contexts.

### 1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management (610/7048/8)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Canine Welfare	R/651/9329	3	5	40	10
2. Canine Behaviour and Communication	A/651/9330	3	6	50	10
3. Canine Anatomy and Physiology	D/651/9331	3	6	40	20
4. Canine First Aid	R/651/4973	3	2	14	6
5. Canine Health and Nutrition	F/651/9332	3	6	50	10
6. Canine Training Techniques	H/651/9333	3	7	50	20
7. Canine Environmental Enrichment	K/651/9335	3	5	40	10
8. Canine Handling and Healthcare	R/651/9338	3	6	45	15
9. Canine Training for Specific Roles	D/651/9340	3	5	40	10
			<b>Total Credits</b> 48	<b>Total GLH*</b> 369	<b>TQT**</b> (GLH + ST) 480

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and 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 the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualification within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

## 1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management qualification, the learner must achieve all 9 mandatory units and 48 credits.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

## 1.6 Intended Audience

This qualification is ideal for learners from a range of backgrounds and with a range of personal and professional aspirations, for example:

- aspiring dog trainers and behaviourists seeking to build a foundation in canine welfare and training techniques
- veterinary assistants and animal care professionals aiming to enhance their understanding of dog behaviour and care
- animal shelter workers and rescue volunteers who want to improve the well-being and adoptability of dogs in their care
- dog owners and enthusiasts interested in gaining deeper insights into their pets' needs and behaviour
- individuals considering careers in animal welfare advocacy or related fields.

## 1.7 Age and Entry Requirements

This qualification is intended for learners aged 16 and above.

Due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above) or equivalent).

If English is not the learner's first language, an English language level of minimum International English B2 (CEFR) is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

## 1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to

the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

## 1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

## 1.10 Relationship to Other Qualifications and Progression Opportunities

Learners may consider this qualification following completion of the GA Level 3 Award in Canine Health and Welfare qualification or GA Level 3 Certificate in Canine Care, Health and Welfare qualification.

This qualification is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in dog training, veterinary nursing, animal behaviour consulting, animal welfare, or roles within animal shelters and rescue organisations.

### 1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

### 1.12 Qualification Availability

This qualification is available in the UK and internationally.

If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

Further details and guidance on the content of teaching and learning for each unit can be found in the *Unit Specifications* in Section 4 below.

### 2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in the *Unit Specifications* in Section 4 below.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Assessment of Learners and Portfolio Requirements

All learners must complete assessment for all 9 mandatory units.

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements, typically via the successful completion of the centre-devised assessment materials.

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies
- examinations

The centre must ensure that the learner's work is authentic.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding.

Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

## 2.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work

- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

## 2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.
- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.

- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

## 2.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## 2.7 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

## 2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

## 2.9 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements

- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

## 2.10 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 2 years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.11 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.12 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

### 2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### 2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

## 2.17 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

### 3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and are responsible for planning the centre's internal assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

### 3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in the clinical environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

All teachers must:

- hold an appropriate qualification in a canine-related subject at Level 3 or above
- OR
- hold a minimum Level 4 qualification in animal science/animal management, with substantial veterinary care experience
- AND
- be knowledgeable about the roles and responsibilities through previous experience in canine focused role such as a Centre Manager, Dog Care Supervisor or Kennels Supervisor
- AND
- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent\*

\*\*In the absence of a regulated teaching qualification, the Tutor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within two years of commencing their role in order to continue to deliver the qualification. Trainee Tutors MUST be mentored by a suitable qualified Tutor.

All assessors must:

- hold an appropriate qualification in a canine-related subject at Level 3 or above
- OR
- hold a minimum Level 4 qualification in animal science/animal management, with substantial veterinary care experience
- AND
- be knowledgeable about the roles and responsibilities through previous experience in canine focused role such as a Centre Manager, Dog Care Supervisor or Kennels Supervisor
- AND
- hold, or be working towards, a recognised assessor qualification or their recognised equivalent\*\* e.g.,
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Candidate Performance Using a Range of Methods
    - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

\*\*Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

Further information about supporting staff members working towards required qualifications, including requirements for mentoring, counter-signatories and record-keeping, along with expectations for participation in centre-led standardisation activities and instructions for increased sampling and internal moderation activities are also detailed in the Centre Handbook.

### 3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must:

- hold an appropriate qualification in a canine-related subject at Level 3 or above
- OR
- hold a minimum Level 4 qualification in animal science/animal management, with substantial veterinary care experience
- AND
- be knowledgeable about the roles and responsibilities through previous experience in canine focused role such as a Centre Manager, Dog Care Supervisor or Kennels Supervisor

AND

- hold, or be working towards\*\*\*, one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process

\*\*Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

The knowledge and experience of Tutors, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### 3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. There is no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in canine care, welfare, training and behaviour management.

All staff (Tutors, Assessors and IQAs) must maintain a log of their Continuing Professional Development.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

### 3.5 Teaching, Learning and Assessment Resources

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content in Section 4 below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### 3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable equipment includes:

- canine first aid kits - complete and properly maintained
- canine mannequins
- wound simulation kits
- bandaging practice models
- restraint and transport equipment
- documentation materials
- hygiene and biosecurity supplies
- learning resources, e.g. canine anatomical charts/models or other visual aids
- access to library resources, academic journals, and relevant subject specific literature
- case study materials, simulations, or scenario-based resources
- a suitable environment for assessment activities, where assessment is conducted face-to-face
- IT systems such as a virtual learning environment (VLE) or online platform to support blended or distance learning delivery models

### 3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 Unit 1: Canine Welfare

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Canine Welfare	40	5	3	R/651/9329
<p>In this unit, the learner will develop an understanding of the deep historical and cultural connections between humans and dogs, exploring how these relationships shape modern-day dog ownership.</p> <p>Learners will gain knowledge of the ethical and legal responsibilities involved in owning a dog and learn to apply the principles of animal welfare to ensure that a dog's basic needs are met.</p> <p>By the end of this unit, learners will be able to critically assess the consequences of neglecting these responsibilities and evaluate the impact on a dog's well-being.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should describe historical developments in the relationship between humans and dogs, focusing on their roles in early societies for hunting, guarding and companionship. They should include the role of dogs in different cultural contexts, highlighting how dogs were valued in various civilisations such as Ancient Egypt, Imperial China and Western cultures. Learners should explore how historical and cultural factors influence contemporary dog ownership practices, including breed preferences, social roles and legal frameworks.</p> <p>LO2 - Learners should identify the legal requirements for dog ownership in the UK, including the Animal Welfare Act 2006, microchipping regulations and licensing requirements. They should include the ethical considerations involved in responsible dog ownership including ensuring a dog's physical, emotional and psychological needs are met and making responsible decisions about training, breeding and healthcare. Learners should discuss the consequences of failing to meet legal and ethical responsibilities, considering legal actions, welfare impacts on dogs and social repercussions.</p>					

LO3 - Learners should evaluate the five animal welfare needs according to the Animal Welfare Act 2006, explaining how these needs (suitable environment, diet, behaviour, housing and protection from suffering) apply to dogs. They should explain how to meet these welfare needs in a domestic environment, focusing on creating a safe, enriched environment and ensuring correct care, diet and health management. Learners should assess the impact of not meeting welfare needs on a dog's wellbeing including physical, emotional and behavioural consequences and the potential for legal action.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the historical and cultural relationship between humans and dogs	1.1 Describe key historical developments in the relationship between humans and dogs.
	1.2 Explain the role of dogs in different cultural contexts.
	1.3 Analyse how these historical and cultural factors influence contemporary dog ownership practices.
2. Understand the ethical and legal responsibilities of dog ownership	2.1 Identify the legal requirements for dog ownership in the UK.
	2.2 Explain the ethical considerations involved in responsible dog ownership
	2.3 Discuss the consequences of failing to meet legal and ethical responsibilities
3. Understand the basic needs of dogs and the principles of animal welfare	3.1 Evaluate the five animal welfare needs according to the Animal Welfare Act 2006
	3.2 Explain how to meet welfare needs in a domestic setting.
	3.3 Assess the impact of not meeting welfare needs on a dog's well-being.

## 4.2 Unit 2: Canine Behaviour and Communication

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Canine Behaviour and Communication	50	6	3	A/651/9330
<p>In this unit, the learner will develop their understanding of how the anatomy and physiology of dogs influence their behaviour, gaining insight into the way health issues can affect actions.</p> <p>Learners will be able to interpret canine body language, vocalisations, and other communication cues, enabling effective interaction with dogs.</p> <p>Learners will also explore the social structure of wild dog packs and compare it with domestic dogs, understanding the relevance of these dynamics in training and managing dogs in various settings.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should describe anatomical features including the sensory organs, musculoskeletal system, and nervous system, linking these to behavioural traits like scent tracking, alertness and mobility. They should explain how physiological processes such as hormones, stress responses and brain activity affect behaviours like aggression, fear or mating. Health issues such as pain, sensory loss, or chronic illness should also be discussed for their behavioural impact, including changes in temperament, reactivity or social interaction.</p> <p>LO2 - Learners should identify common body language signals such as tail position, ear posture, facial expressions and body position, interpreting these in context (e.g. fear, excitement, aggression). They should explain how dogs use vocalisations including barking, whining, growling, and howling as part of their communication. Learners should analyse how dogs combine visual and vocal cues to navigate social interactions, express needs and establish boundaries with humans and other animals.</p>					

LO3 - Learners should describe the natural social structure of wild dog packs, including roles, cooperation and communication within the group. They should compare this with domestic dog behaviour, considering the influence of environment, human interaction and selective breeding. Finally, they should include how understanding pack dynamics can inform effective training and management strategies, including leadership, consistency and building trust rather than dominance.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the anatomy and physiology of dogs and its influence on behaviour	1.1 Describe the basic anatomy of dogs and how it affects their behaviour
	1.2 Explain the physiological processes that influence canine behaviour
	1.3 Discuss the impact of health issues on behaviour
2. Understand canine body language	2.1 Identify common canine body language signals
	2.2 Explain how vocalisations are used in dog communication
	2.3 Analyse how dogs use communication cues in social interactions
3. Understand the social structure of dog packs and the relevance to domestic dogs	3.1 Describe the social structure of wild dog packs
	3.2 Compare pack behaviour with that of domestic dogs
	3.3 Explain the relevance of pack dynamics in training and managing domestic dogs

### 4.3 Unit 3: Canine Anatomy and Physiology

	Mandatory Unit	GLH	Credits	Level	Unit Reference
3	Canine Anatomy and Physiology	40	6	3	D/651/9331
<p>In this unit, the learner will develop their knowledge and understanding of canine anatomy and physiology, covering the major body systems essential for maintaining health and supporting life functions in dogs.</p> <p>Learners will explore the musculoskeletal system, including bone structure, joint types, muscle function, and their roles in movement and posture. The learner will examine the circulatory and respiratory systems, focusing on heart anatomy, blood circulation, and gaseous exchange. Learners will also study the digestive and excretory systems, understanding the processes of digestion, nutrient absorption, and waste elimination. The nervous and endocrine systems are explored in relation to sensory function, hormonal regulation, and homeostasis.</p> <p>Additionally, learners will gain knowledge of the lymphatic and immune systems, including immune responses and disease prevention. Finally, the reproductive system is covered, including reproductive anatomy, the oestrous cycle, and the hormonal control of reproduction.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should identify the location of bones in the canine skeleton, understanding the bones of the skull, spine, limbs and ribcage. They should describe the types of joints in the canine body (ball and socket, hinge and pivot joints). Major muscles involved in canine movement should be identified, along with the mechanism of muscle contraction, explaining how muscles shorten and generate force. Learners should explain how skeletal muscles, joints and bones work together to support posture, movement and stability.</p> <p>LO2 - Learners should identify the components of the canine circulatory system, including the heart, blood vessels and blood and their functions. They should describe the anatomy of the heart and blood flow through it, including the role of the chambers and valves. The</p>					

processes of circulation, oxygen and nutrient transport should be explained. In the respiratory system, learners should identify structures including the trachea, bronchi and lungs, and explain the process of gaseous exchange.

LO3 - Learners should identify the structure of the canine digestive system, including the mouth, stomach, intestines and the liver and pancreas. The function of the digestive system should be described, explaining how food is processed and nutrients absorbed. Learners should explain mechanical and chemical digestion, detailing the roles of chewing, stomach acids and enzymes in breaking down food. Learners should describe the role of the kidneys in waste filtration and fluid balance and explain the process of urine formation and its importance for regulating waste and maintaining homeostasis.

LO4 - Learners should identify the structure of the nervous system, including the brain, spinal cord and peripheral nerves, and understand their function in transmitting signals. They should identify the components of the endocrine system, including glands (e.g., pituitary, thyroid) and hormones, and explain their functions in regulating body processes. The role of hormones in maintaining homeostasis should be discussed, highlighting their influence on growth, metabolism and stress responses. Learners should explain the sensory systems, such as sight, hearing and smell, and their roles in canine perception and behaviour.

LO5 - Learners should identify the structure of the lymphatic system, including lymph nodes and vessels and explain its function in immune response and fluid balance. They should describe the immune response in dogs, including how the body defends itself from pathogens. The different types of immunity, such as innate and adaptive immunity should be explained along with their roles in preventing and combatting diseases.

LO6 - Learners should identify the structures and functions of the male and female reproductive systems in canines, including the testes, ovaries and associated reproductive organs. The stages of the oestrous cycle should be described, explaining the hormonal changes and signs associated with each phase. Learners should also explain the hormones involved in canine reproduction, including oestrogen, progesterone and testosterone, and their roles in fertility and mating.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the structure and function of	1.1 Identify the location of bones of the canine skeleton

the canine musculoskeletal system	1.2 Describe the types of joints in the canine body
	1.3 Identify major muscles involved in canine movement
	1.4 Explain the mechanism of muscle contraction
	1.5 Explain the role of skeletal muscles, joints and bones in posture, movement and support
2. Understand the structure and function of the canine circulatory and respiratory system	2.1 Identify the components of the canine circulatory system and their function
	2.2 Describe the anatomy of the heart and the blood flow through it
	2.3 Explain the processes of circulation
	2.4 Identify the structures of the canine respiratory system
	2.5 Explain the process of gaseous exchange in the respiratory system
3. Understand the structure and function of the canine digestive and excretory system	3.1 Identify the structure of the canine digestive system
	3.2 Describe the function of the digestive system
	3.3 Explain the process of mechanical and chemical digestion in the canine digestive system
	3.4 Describe the role of the kidneys in waste filtration and fluid balance
	3.5 Explain the process of urine formation and its role in the body

4. Understand the structure and function of the nervous and endocrine system	4.1 Identify the structure and function of the nervous system
	4.2 Identify the components of the endocrine system and their functions
	4.3 Discuss the role of hormones in maintaining homeostasis in the canine
	4.4 Explain the sensory systems in canines and their functions
5. Understand the structure and function of the lymphatic and immune system	5.1 Identify the structure of the lymphatic system and its function in the body
	5.2. Describe the immune response in dogs
	5.3. Explain the different types of immunity and the roles in disease prevention.
6. Understand the structure and function of the canine reproductive system	6.1 Identify the structures and function of the male and female reproductive systems in canines
	6.2 Describe the stages of the oestrous cycle
	6.3 Explain the hormones involved in canine reproduction

## 4.4 Unit 4: Canine First Aid

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Canine First Aid	14	2	3	R/651/4973
<p>In this unit, learners will develop a comprehensive understanding of key legislation such as the Animal Welfare Act 2006 and the Veterinary Surgeons Act 1966, and the legal limitations and circumstances under which canine first aid can be administered by laypersons, such as for alleviating pain, preserving life, and preventing deterioration. The learner will explore the importance of risk assessment to identify hazards to humans, animals, and the environment, emphasising biosecurity practices, PPE and hygiene to control and prevent infection and maintain safety.</p> <p>The learner will explore communication skills to be used during emergencies, focusing on calm, clear interactions and accurate information relay. The learner will gain knowledge of emergency signs in canines, such as collapse, poisoning, and choking, and vital signs like heart rate, respiratory rate, and temperature. They will practice stabilising techniques until veterinary care is available.</p> <p>Additionally, learners will understand how to assess canine behaviour to ensure safe handling, restraint, and transport using appropriate methods and equipment such as muzzles and crates. The learner will also develop their knowledge and understanding of the importance of a well-maintained first aid kit and the function of its items. Finally, the learner will demonstrate canine first aid procedures, including undertaking behaviour and risk assessments, vital signs evaluation, effective communication, and record-keeping, ensuring biosecurity and correct follow-up care.</p>					
<h3>Assessment Instructions and Guidance</h3>					
<h4>Assessment Criteria 4.4 Requirements</h4> <p>Learners must address a minimum of 5 conditions from the following range:</p> <ul style="list-style-type: none"> <li>• Collapse</li> <li>• Choking</li> <li>• Drowning</li> <li>• Bleeding (Haemorrhage)</li> <li>• Shock</li> <li>• Seizures</li> </ul>					

- Burns
- Fractures
- Eye Injuries
- Poisoning
- Heatstroke
- Hypothermia
- Electrocutation
- Bites and Stings
- Gastric Dilatation Volvulus (Bloat)
- Birthing Difficulties (Dystocia)

### Learning Outcome 7 Requirements

Learning Outcome 7 must be assessed via simulated activities.

The simulated scenario used for Learning Outcome 7 must involve one of the conditions listed above.

### Indicative Content

Indicative Content for this unit is only available to approved GA centres.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand current legislation and the roles and responsibilities of a canine first aider	1.1 Summarise current legislation in providing first aid
	1.2 Explain the roles and responsibilities of a first aider
	1.3 Explain the limitations of providing first aid
	2.1 Explain the importance of risk assessment before providing first aid

2. Understand the importance of safety in canine first aid situations	2.2 Identify hazards associated when providing first aid
	2.3 Describe the importance of biosecurity prior, during and after first aid treatment
3. Understand the importance of appropriate communication and staying calm in emergency situations	3.1 Explain the importance of remaining calm in an emergency
	3.2 Explain how to communicate with others during a first aid emergency
4. Understand the assessment of canine first aid conditions, their classifications and treatment	4.1 Summarise the signs of first aid conditions
	4.2 Describe the classification of emergencies
	4.3 Describe the signs of acute and secondary drowning
	4.4 Describe the signs of and considerations for first aid treatment of electrocution
	4.5 Identify vital signs of a canine during first aid
	4.6 Describe how to treat first aid conditions
5. Understand appropriate handling, restraint and movement in first aid scenarios	5.1 Describe how to assess canine behaviour prior to handling
	5.2 Explain methods of handling and restraining canines during first aid
	5.3 Describe how to safely move and transport canines during first aid situations
	5.4 Identify equipment used when handling, restraining and moving canines for first aid

6. Know items contained within a canine first aid kit and the use of each	6.1 Identify items contained within an animal emergency first aid kit
	6.2 Summarise the use of each item contained within a canine first aid kit
	6.3 Explain the importance of regular maintenance for a canine first aid kit
7. Be able to assess and demonstrate first aid procedures in emergency situations	7.1 Assess a First Aid situation
	7.2 Evaluate vital signs
	7.3 Demonstrate first aid procedures
	7.4 Demonstrate effective communication
	7.5 Demonstrate handling, restraining and moving canines appropriately

## 4.5 Unit 5: Canine Health and Nutrition

	Mandatory Unit	GLH	Credits	Level	Unit Reference
5	Canine Health and Nutrition	50	6	3	F/651/9332
<p>In this unit, learners will develop their understanding of the specific nutritional requirements for dogs at different life stages and across various breeds, enabling them to formulate balanced diets.</p> <p>Learners will gain knowledge of common health issues in dogs and effective strategies for prevention, as well as the importance of regular health checks.</p> <p>Learners will also become familiar with routine healthcare practices, including vaccination schedules and parasite control to maintain overall canine health.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should describe the nutritional needs of dogs at various life stages, including the specific requirements for puppies, adults, and senior dogs, considering factors of growth, energy needs and health. They should compare the dietary requirements of different breeds, acknowledging how size, activity level and metabolism influence food choices. Learners should explain how to formulate a balanced diet for a dog, considering protein, fat, carbohydrates, vitamins and minerals to ensure overall health and wellbeing.</p> <p>LO2 - Learners should identify common health issues in dogs, such as obesity, dental disease, arthritis and parasites. They should explain strategies for preventing health issues, including diet, exercise, vaccination and parasite control. Learners should describe how to carry out basic health checks, such as inspecting the coat, teeth, ears and general body condition. They should evaluate the role of regular health checks in maintaining a dog's health, highlighting early detection and the prevention of more serious conditions.</p> <p>LO3 - Learners should explain vaccination schedules for dogs, outlining essential vaccinations and the timing for boosters. They should describe the importance of parasite control, detailing methods like flea, tick and worm treatments to prevent infestations. Learners should explain the plans for routine healthcare, including annual vet visits, dental</p>					

care, and grooming, emphasising their importance in maintaining long term health and preventing illness.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the nutritional requirements of different life stages and breeds	1.1 Describe the nutritional needs of dogs at various life stages
	1.2 Compare the dietary requirements of different breeds
	1.3 Explain how to formulate a balanced diet for a dog
2. Understand common health issues in dogs and their prevention	2.1 Identify common health issues in dogs
	2.2 Explain strategies for preventing health issues
	2.3 Describe how to carry out health checks
	2.4 Evaluate the role of regular health checks in maintaining a dog's health
3. Understand routine canine healthcare routines	3.1 Explain vaccination schedules for dogs
	3.2 Describe the importance of parasite control and methods to achieve it
	3.3 Explain the plans for routine healthcare and their importance

## 4.6 Unit 6: Canine Training Techniques

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	Canine Training Techniques	50	7	3	H/651/9333
<p>In this unit, learners will develop their understanding of effective dog training techniques including positive reinforcement, clicker training, and shaping and how these methods can be used to teach new behaviours.</p> <p>Learners will gain the skills needed to train dogs in basic commands such as sit, stay, recall, and loose lead walking.</p> <p>Learners will also explore common behaviour problems including separation anxiety, aggression, and excessive barking, and learn to design behaviour modification plans to address these issues effectively and permanently.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should describe the principles of positive reinforcement and explain how rewarding desired behaviours can effectively encourage learning and long-term retention. They should explain the use of clicker training in canine training, including how the sound of the clicker marks the desired behaviour and helps with timing. Learners should also evaluate shaping techniques, where successive repetitions of a behaviour are reinforced and explain how they are used to teach new or complex behaviours.</p> <p>LO2 - Learners should develop a training plan to teach basic skills, such as sit, stay and recall, considering the dog's age, temperament and learning pace. They should explain how to train a dog in basic commands, focusing on clarity, consistency and patience during the training process. Learners should evaluate the effectiveness of different training methods, comparing approaches like reward-based training, correction-based methods and the pros and cons of each.</p> <p>LO3 - Learners should identify common behaviour problems in dogs, such as aggression, separation anxiety or excessive barking. They should analyse the causes of these problems, considering factors like genetics, environment, training history and medical conditions. Learners should design a behaviour modification plan to address a specific issue, outlining</p>					

techniques such as counterconditioning, desensitisation or management strategies to reduce or eliminate the undesirable behaviour.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand dog training techniques	1.1 Describe the principles of positive reinforcement and its effectiveness
	1.2 Explain the use of clicker training in canine training
	1.3 Evaluate shaping techniques used in teaching new behaviours
2. Know basic training skills	2.1 Develop a training plan to teach basic skills
	2.2 Explain the training of a dog in basic commands
	2.3 Evaluate the effectiveness of different training methods
3. Understand common behaviour problems	3.1 Identify common behaviour problems in dogs
	3.2 Analyse the causes of canine behaviour problems
	3.3 Design a behaviour modification plan to address a specific issue

## 4.7 Unit 7: Canine Environmental Enrichment

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	Canine Environmental Enrichment	40	5	3	K/651/9335
<p>In this unit, learners will develop their understanding of the critical role that mental stimulation and enrichment play in a dog's overall well-being.</p> <p>Learners will explore various enrichment activities such as puzzle toys, scent work, and interactive play, learning how to implement these in a dog's routine to prevent boredom.</p> <p>Learners will also gain the skills to design and assess environmental enrichment plans ensuring that these activities positively impact a dog's behaviour and physical health.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should explain why mental stimulation is crucial for canine wellbeing, emphasising its role in preventing behavioural problems and promoting emotional balance. They should identify the signs of boredom and lack of enrichment in dogs, such as destructive behaviours, excessive barking or lethargy. Learners should assess the impact of enrichment on a dog's mental and physical health, discussing how it can reduce stress, improve problem solving skills and enhance overall quality of life.</p> <p>LO2 - Learners should describe various enrichment activities suitable for dogs, such as interactive toys, training sessions and social interactions. They should explain how to implement scent work and puzzle toys in a dog's routine, demonstrating how these activities can provide mental stimulation and engage the dog's natural instincts. Learners should evaluate the effectiveness of different enrichment activities, considering factors like the dog's breed, age and individual preferences.</p> <p>LO3 - Learners should design an environmental enrichment plan for a specific dog, considering the dog's personality, needs and living environment. They should implement the enrichment plan in a real or simulated scenario, ensuring that the activities are safe and enjoyable for the dog. Learners should assess the outcomes of the enrichment activities on</p>					

the dog's behaviour and wellbeing, evaluating improvements in mental engagement, physical activity and overall happiness.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the importance of mental stimulation and enrichment for dogs	1.1 Explain why mental stimulation is crucial for canine well-being
	1.2 Identify the signs of boredom and lack of enrichment in dogs
	1.3 Assess the impact of enrichment on a dog's mental and physical health
2. Know different types of enrichment activities	2.1 Describe various enrichment activities suitable for dogs
	2.2 Explain how to implement scent work and puzzle toys in a dog's routine
	2.3 Evaluate the effectiveness of different enrichment activities
3. Understand environmental enrichment to prevent boredom and promote well-being	3.1 Design an environmental enrichment plan for a specific dog
	3.2 Implement an environmental enrichment plan in a real or simulated scenario
	3.3 Assess the outcomes of the enrichment activities on the dog's behaviour and well-being

## 4.8 Unit 8: Canine Handling and Healthcare

	Mandatory Unit	GLH	Credits	Level	Unit Reference
8	Canine Handling and Healthcare	45	6	3	R/651/9338
<p>In this unit, learners will develop their understanding of safe and effective handling techniques for various healthcare activities including grooming, bathing, nail trimming, and administering medication, ensuring minimal stress for the dog.</p> <p>Learners will explore the importance of desensitisation and counterconditioning in healthcare; learning to implement strategies that reduce stress during these procedures. L</p> <p>Learners will also be able to identify signs of stress and discomfort in dogs during healthcare activities and modify their techniques to improve the dog's experience.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should explain safe handling techniques for healthcare tasks, focusing on the importance of maintaining the dog's comfort and safety while performing procedures. They should explain the process of bathing, nail trimming and administering medication, including step by step techniques to minimise discomfort. Learners should assess the effectiveness of different handling techniques in minimising stress, considering factors like the dog's temperament and the procedure's complexity.</p> <p>LO2 - Learners should describe the principles of desensitisation in healthcare procedures, explaining how gradual exposure to a stimulus helps the dog become more comfortable with healthcare tasks. They should explain the role of counterconditioning in reducing stress, where positive experiences are paired with stressful situations to change the dog's emotional response. Learners should develop a desensitisation plan for a specific healthcare activity, outlining steps to gradually introduce the dog to the task in a stress-free way.</p> <p>LO3 - Learners should identify signs of stress and discomfort in dogs during healthcare procedures, such as panting, shaking or avoidance behaviours. They should explain how to modify handling techniques to reduce stress, such as using calming aids or adjusting the dog's position. Learners should evaluate the dog's potential response to different healthcare practices, considering how individual dogs may react to various procedures. Learners should</p>					

assess the effectiveness of different approaches used to reduce stress and discomfort in dogs during healthcare environments, ensuring that the methods are suited to the dog's needs.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand safe and effective handling techniques for healthcare activities	1.1 Explain safe handling techniques for healthcare tasks
	1.2 Explain the process of bathing, nail trimming and administering medication
	1.3 Assess the effectiveness of different handling techniques in minimising stress
2. Understand the importance of desensitisation and counterconditioning in healthcare procedures	2.1 Describe the principles of desensitisation in healthcare procedures
	2.2 Explain the role of counterconditioning in reducing stress during healthcare activities
	2.3 Develop a desensitisation plan for a specific healthcare activity
3. Know signs of stress and discomfort in dogs during handling and healthcare activities	3.1 Identify signs of stress and discomfort in dogs during healthcare procedures
	3.2 Explain how to modify handling techniques to reduce stress
	3.3 Evaluate the dog's potential response to different healthcare practices
	3.4 Assess the effectiveness of different approaches used to reduce stress and discomfort in dogs during various healthcare settings

## 4.9 Unit 9: Canine Training for Specific Roles

Mandatory Unit		GLH	Credits	Level	Unit Reference
9	Canine Training for Specific Roles	40	5	3	D/651/9340
<p>In this unit, learners will develop their understanding of the specialised training required for service dogs, therapy dogs, search and rescue dogs and other working dogs, gaining insight into the unique skills and behaviours essential for each role.</p> <p>Learners will explore the selection process, training protocols, and legal considerations involved in preparing dogs for these specific functions.</p> <p>Learners will also examine the ethical implications of training and using dogs in specialised roles ensuring a well-rounded approach to canine training for professional purposes.</p>					
<p><b>Assessment Instructions and Guidance</b></p>					
<p>There are no specific assessment instructions for this unit.</p>					
<p><b>Indicative Content</b></p>					
<p>LO1 - Learners should describe the training requirements for working dogs, focusing on the need for specialised skills, consistency, and positive reinforcement to ensure effectiveness in their roles. They should explain the differences in training approaches for various roles, such as detection, assistance, or herding, and how each role demands specific techniques and conditions. Learners should also describe specific training protocols for working dog roles, detailing steps taken to teach tasks and maintain high standards of performance.</p> <p>LO2 - Learners should describe the key skills and behaviours required for different working roles, such as scent detection, guiding or search and rescue. They should explain how to develop these skills through training, including the use of rewards, repetition and task specific exercises. Learners should evaluate the importance of specific behaviours in the successful performance of the role, such as focus, obedience and task completion, explaining how these traits are crucial for a working dog's success in their designated job.</p> <p>LO3 -Learners should outline the selection criteria for working dogs, focusing on factors such as temperament, drive, health and physical capability that make certain dogs more suited to specific tasks. They should explain the legal and welfare considerations associated with the use of working dogs, including regulations on their care, training and working hours. Learners should also discuss the ethical implications of training and using dogs for</p>					

specialised roles, considering animal welfare, consent and the responsibilities of handlers and employers.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand specialised training for working dogs	1.1 Describe the training requirements for working dogs
	1.2 Explain the differences in training approaches for various roles
	1.3 Describe specific training protocols for working dog roles
2. Understand skills and behaviours required for working dog roles	2.1 Describe the key skills and behaviours required for different working roles
	2.2 Explain how to develop skills through training
	2.3 Evaluate the importance of specific behaviours in the successful performance of the role
3. Know the selection process for working dogs	3.1 Outline the selection criteria for working dogs
	3.2 Explain the legal and welfare considerations associated with the use of working dogs
	3.3 Discuss the ethical implications of training and using dogs for specialised roles

Document Specification:					
Purpose:	To detail the specification of the GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management (610/7048/8) qualification.				
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Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy GA Quality Assurance policy		