



## Qualification Specification

### GA Level 2 Diploma in Canine Health, Welfare and Training (610/5313/2)

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

## Section 1: Qualifications Overview

### 1.1 Introduction: About this Qualification

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

This specification covers the GA Level 2 Diploma in Canine Health, Welfare and Training.

This document provides centre staff, candidates 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 is 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 an existing qualification.

### 1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 2 Diploma in Canine Health, Welfare and Training	610/5313/2	11/02/2025	Feb 2030

### 1.3 Qualification Aims and Objectives

In the GA Level 2 Diploma in Canine Health, Welfare and Training, learners will explore the essential aspects of canine care, including welfare principles, health care practices, anatomy, communication, behaviour, legislation, and first aid. Learners will explore routine health tasks, effective training techniques, emergency response, and ethical responsibilities, preparing them to address both routine and urgent canine needs.

It is an ideal qualification for individuals pursuing careers in veterinary nursing, dog training, or pet care, as well as those seeking to enhance their knowledge and skills in canine management and welfare.

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

The structure of this qualification is as follows:

GA Level 2 Diploma in Canine Health, Welfare and Training (610/5313/2)				
Mandatory Units	Unit Reference	Credits	GLH*	GLH + Study Time**
1 Canine Welfare	R/651/4775	6	44	60
2. Canine Health Care	T/651/4776	6	44	60
3. Canine Anatomy	Y/651/4777	6	44	60
4. Canine Communication	A/651/4778	6	44	60
5. Canine Behaviour and Training	A/651/4830	7	54	70
6. Canine Legislation and Ethical Responsibilities	D/651/4831	5	40	50
7. Principles of Canine First Aid and Emergency Response Protocols	F/651/4832	2	8	20
		<b>Total Credits</b> 38	<b>Total GLH*</b> 278	<b>TQT**</b> 380

### \*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 this 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 is 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 2 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 this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

## **1.5 Rules of Combination**

This qualification consists of 7 mandatory units. There are no optional units.

The mandatory units within the qualification are detailed in Section 1.4 above. Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for the unit are provided in Section 4 below.

There are no further rules of combination.

## **1.6 Intended Audience, Age and Entry Requirements**

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

- working in canine care
- keeping dogs as pets
- gaining formal recognition for knowledge of canine care
- to meet Animal Activities Licensing regulations (Licensing of Activities Involving Animals Regulations 2018)

This qualification is intended for learners aged 16 and above.

There are no other formal entry requirements for this qualification; however, 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).

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

### **1.7 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 Unit or Units prior to the candidate 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 candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate'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). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate 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.

## 1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 2 Diploma in Canine Health, Welfare and Training is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in canine care or the wider animal care industry.

A qualification learners may wish to consider following completion of the GA Level 2 Diploma in Canine Health, Welfare and Training is the GA Level 3 Award, Certificate or Diploma in Animal Care and Welfare Management or the GA Level 3 Diploma in Canine Welfare, Training and Behaviour Management.

## 1.9 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.

## 1.10 Grading

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

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

Learners who aren't successful can resubmit work within the registration period.

## 1.11 Qualification Availability

This qualification is available via GA Approved Centres 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 Model and Certification

### 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.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

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 and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Registering Candidates & Unique Learner Numbers

Candidates 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 candidate 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 candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.4 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.

## 2.5 Record Keeping

Records of learner's 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 related to 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, centres 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.



## Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering this GA qualification must ensure that they have the following resources in place.

### 3.1 Staff

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.

The course provider 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:

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

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### Requirements for Teachers and Assessors

Teaching staff ('Tutors') include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in teaching and learning of practical skills.

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

All Tutors and Assessors must:

- be occupationally competent and hold, or be working towards, a regulated qualification at a higher level than the level being taught in the subject area or related subject area
- be actively working in the industry

AND

- 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.

Tutors must also:

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training (or equivalent)\*.

An Assessor must be able to recognise competence, knowledge, skills and understanding in line with the qualification standards and requirements and therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth subject knowledge related to the qualifications they are assessing.

Assessors must therefore also:

- 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.

\*In the absence of a regulated qualification in teacher training, 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 a Ofqual-regulated qualification within 18 months of commencing their role in order to continue to deliver the qualification.

\*\* In the absence of a regulated qualification in assessment, Assessors may be working towards a relevant equivalent qualification 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 staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

### **Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

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.

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

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- be occupationally competent and hold, or be working towards, a regulated qualification at a higher level than the level being taught in the subject area or related subject area
- be actively working in the industry.

AND

- be able to evidence relevant and up to date quality assurance 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.

AND

- Hold, or be working towards<sup>\*\*\*</sup>, 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

<sup>\*\*\*</sup> In the absence of a regulated IQA qualification, Internal Moderators may be working towards a relevant equivalent 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.

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

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

### External Moderation (also referred to as External Quality Assurance or EQA)

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

### 3.2 Assessment of Candidates

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of this GA qualification.

Candidates are assessed on the evidence contained within their portfolio.

### 3.3 Assessment Strategy

The table below indicates the methods of assessment for each of the units within the GA Level 2 Diploma in Canine Health, Training and Welfare.

Unit	Assessment Criteria	Assessment Method
1. Canine Welfare	ALL	Portfolio
2. Canine Health Care	ALL	Portfolio
3. Canine Anatomy	ALL	Portfolio
4. Canine Communication	ALL	Portfolio
5. Canine Behaviour and Training	ALL	Portfolio
6. Canine Legislation and Ethical Responsibilities	ALL	Portfolio
7. Principles of Canine First Aid and Emergency Response Protocols	ALL	Portfolio

### 3.4 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

### 3.5 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 candidate'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.

### 3.6 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 incorporates 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.

### 3.7 External Moderation and Quality Assurance Arrangements

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. These 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 qualifications, 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 qualifications
- 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 candidates
- 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 candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's 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.

### **3.8 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.

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

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.

### **3.9 Teaching and Learning Resources**

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high quality teaching and learning materials which allow candidates to adequately prepare for assessment.

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

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

### **3.10 Results**

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator'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.

### **3.11 Certificates**

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.

### **3.12 Direct Claims Status (DCS)**

Direct Claims Status is not available for this qualification.

### **3.13 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.

### 3.14 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all 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 candidates are correct and up to date.

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

At the time of approval, centres are 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 GA Level 2 Diploma in Canine Health, Training and Welfare (610/5313/2)

Mandatory Unit		GLH	Credits	Unit Reference
1	Canine Welfare	44	6	R/651/4775
<p>In this unit, learners will develop their knowledge and understanding of animal welfare by explaining the Five Animal Needs, and how they are met in various environments.</p> <p>Learners will also develop their knowledge and understanding of how to recognise signs of good and poor welfare, including indicators of well-being and indicators of stress. They will also learn appropriate actions to address compromised welfare in dogs.</p>				
<p><b>Assessment Requirements &amp; Indicative Content</b></p>				
<p><b>Assessment Requirements</b></p> <p>There are no specific assessment requirements for this unit.</p>				
<p><b>Indicative Content</b></p> <p>LO1 - to include the Five Animal Needs - cruelty, neglect, incorrect accommodation and nutrition - as identified in the Animal Welfare Act 2006. Settings are to include kennels, home environment, rescue environment, and veterinary settings. Effects on physical and mental health are to include short- and long-term effects.</p> <p>LO2 - to include visual signs of well-being as indicated by health, and behavioural signs of well-being such as stress, negative or withdrawn body language. Actions to take should include preventative as well as reactive where welfare is potentially compromised.</p> <p>LO3 – to include short- and long-term benefits, and mental and physical benefits. Enrichment options to include food and play enrichment, along with environmental adjustments.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand canine welfare	1.1 Define canine welfare
	1.2 Explain the Identify the Five Animal Needs and how they apply to dogs
	1.3 Explain how welfare needs are addressed in different environments
	1.4 Discuss the impact of neglecting canine welfare needs on a dog's physical and mental health
2. Know signs of good and poor welfare in canines	2.1 Identify indicators of a dog's well-being
	2.2 Describe potential causes of poor welfare
	2.3 Recognise common signs of stress, anxiety and distress in canines
	2.4 Describe actions to take when a dog's welfare is compromised
3. Understand the role of environmental enrichment in promoting canine welfare	3.1 Identify environmental enrichment for canines
	3.2 Explain the benefits of enrichment activities on a dog's mental and physical health
	3.3 Describe how to implement and monitor enrichment strategies in various canine care settings

Mandatory Unit		GLH	Credits	Unit Reference
2	<b>Canine Health Care</b>	44	6	T/651/4776
<p>In this unit, learners will develop their knowledge and understanding of essential canine health care practices, including routine tasks such as vaccinations and deworming, and the importance of regular veterinary check-ups.</p> <p>Learners will also develop their knowledge and understanding of how to perform basic health assessments, recognise and manage parasitic infestations, and understand the significance of dental care in maintaining overall canine health.</p>				
<b>Assessment Guidance and Indicative Content</b>				
<b>Assessment Requirements</b>				
There are no specific assessment requirements for this unit.				
<b>Indicative Content</b>				
<p>LO1 - to include annual UK vaccinations and vaccinations required to travel abroad, deworming, and flea and tick control. Regular health monitoring to include at home/ in-setting health checks and veterinary checks. Balanced diet to include nutrients and correct presentation of food.</p> <p>LO2 - to include prevention of poor health and welfare via grooming, exercise provision, weight management, diet and age-related care methods.</p> <p>LO3 - to include where and how to check temperature, pulse, and respiration rate. Common signs of illness and injury to include behaviour, body language, vital signs and visual signs. Steps to take including triage of injury or conditions, and whether home care or veterinary care is appropriate.</p> <p>LO4 - to include parasites prevalent in the UK e.g. fleas, ticks, roundworms, tapeworms and their lifecycles. Effective control to include prevention as well as treatment.</p> <p>LO5 - to include signs of dental disease such as visible plaque, red gums, bad breath, drooling, and difficulty eating. Care to include tooth brushing and the use of dental chews, supplements or toys.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand routine canine health care practices	1.1 Identify essential routine canine health care practices
	1.2 Explain the importance of regular veterinary check-ups and health monitoring
	1.3 Describe the role of a balanced diet in maintaining canine health
2. Understand how canine care impacts upon health and welfare	2.1 Explain the link between regular grooming and canine health and welfare
	2.2 Identify exercise routines for canines
	2.3 Describe the importance of weight management for canine health and welfare
	2.4 Explain specific care requirements of young, adult and senior canines
3. Understand health assessments of canines	3.1 Describe how to check a canine's vital signs
	3.2 Identify signs of illness and injury in canines
	3.3 Explain steps to take when a health issue is identified
	3.4 Describe record keeping in canine health care
4. Understand common internal and external parasites affecting canines	4.1 Identify common internal and external parasites affecting canines
	4.2 Explain the impact of parasites on canine health and behaviour

	4.3 Describe effective methods for preventing and controlling parasitic infestations in canines
5. Understand canine dentition and the significance of dental care	5.1 Identify signs of dental issues in canines
	5.2 Explain the importance of regular dental check-ups and oral care for dogs
	5.3 Describe at-home dental care practices
	5.4 Identify the different types of canine teeth

Mandatory Unit		GLH	Credits	Unit Reference
3	<b>Canine Anatomy</b>	44	6	Y/651/4777
<p>In this unit, learners will develop an understanding of canine anatomy by identifying key external and internal structures and understanding the functions of the major canine body systems.</p> <p>Learners will also develop their knowledge and understanding of how canine body systems interrelate and recognise anatomical changes throughout a dog's life, including how ageing affects various body systems and the impact of these changes on overall health and behaviour.</p>				
<b>Assessment Guidance</b>				
<b>Assessment Requirements</b>				
There are no specific assessment requirements for this unit.				
<b>Indicative Content</b>				
<p>LO1 - to include external features such as anatomical landmarks and correct terminology associated with each. Major organs to include skin, brain, heart, lungs, kidneys, liver, stomach, pancreas, spleen, intestines. Major bones to include skull, vertebrae, ribs and sternum, limbs, tail, pelvis, os-penis. To also include breed-specific anatomy such as brachycephalic and dolichocephalic breeds and those bred with exaggerated features.</p> <p>LO2 - to include functions for maintenance of life. Nervous system to include brain, spinal cord, nerves, neurones.</p> <p>LO3 - to include interactions and disruptions between body systems, organs and structures, for example respiratory and circulatory systems and gaseous exchange.</p> <p>LO4 - to include growth and natural degradation of body systems, organs and systems and how anatomy and ageing affects exercise needs.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Know the anatomical structure of a canine	1.1 Identify anatomical landmarks of a canine
	1.2 List major internal organs and their functions
	1.3 Describe the skeletal structure of a canine and its role in supporting movement
2. Understand the functions of major canine body systems	2.1 Describe the functions of the circulatory, respiratory and digestive systems in canines
	2.2 Describe the functions of the endocrine system in canines
	2.3 Describe the functions of the urinary and reproductive systems in canines
	2.4 Explain the role of the musculoskeletal system in canine movement and posture
	2.5 Identify the components of the nervous system and their impact on canine behaviour
3. Understand the relationship between body systems in canines	3.1 Explain how the circulatory and respiratory systems work together to support canine health
	3.2 Describe the interactions between the digestive system and other body systems for overall well-being
	3.3 Identify how disruptions in one system can affect the function of others
4. Understand the anatomical changes that occur throughout a canine's life	4.1 Describe the key anatomical and physiological changes from puppyhood to adulthood
	4.2 Explain how ageing affects the musculoskeletal, digestive, and sensory systems in canines
	4.3 Identify common age-related anatomical changes and their impact on a canine's health and behaviour



Mandatory Unit		GLH	Credits	Unit Reference
4	<b>Canine Communication</b>	44	6	A/651/4778
<p>In this unit, learners will develop their knowledge and understanding of how dogs communicate with humans and with other animals, including through their vocalisations, body language and scent marking.</p> <p>Learners will also develop their knowledge and understanding of how to recognise and interpret various canine communication signals, such as signs of aggression, fear and contentment. Additionally, learners will understand the impact of human interactions on canine communication, and strategies to improve mutual understanding and reduce miscommunication.</p>				
<b>Assessment Guidance and Indicative Content</b>				
<b>Assessment Requirements</b>				
There are no specific assessment requirements for this unit.				
<b>Indicative Content</b>				
<p>LO1 – to include vocalisation: whining, barking, groaning, growling and other noises used for communication. Other communication to include body language, behaviour signs, ear and tail position. The importance of body language on communication to include dog to dog, dog to other animals, and dog to human. Scent marking to include use of anal glands, urine marking and pedal scent. Environments to include day care, kennels, vets, home, grooming salon.</p> <p>LO2 – to include signs of stress, aggression, pain, fear and contentment, and play signals to include vocalisation, body language and position, tail position, ears and eyes, between dogs, between dogs and other animals, and between dogs and humans. Approach to include human body position, tone and volume of voice, body language and eye contact with focus on safety.</p> <p>LO3 – to include different human behaviours: staring, shouting, quick movement and approach. The risks of miscommunication and maintaining human safety around dogs.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand how canines communicate with humans and other animals	1.1 Describe common canine vocalisations and their meanings
	1.2 Describe the role of body language in canine communication
	1.3 Explain how canines use scent marking to communicate with others
	1.4 Describe how canine communication varies depending on environment
2. Understand canine communication signals	2.1 Identify signs of pain, stress, aggression, fear, play and contentment in canines
	2.2 Explain appropriate responses to various canine communication signals
	2.3 Explain how to approach a dog based on its communication signals to ensure safe interactions
3. Understand the impact of human interactions on canine communication	3.1 Describe how different human behaviours and body language can affect canine communication
	3.2 Identify common misunderstandings between humans and canines and how they arise
	3.3 Explain strategies for improving human-dog interactions to enhance mutual understanding and reduce miscommunication

Mandatory Unit		GLH	Credits	Unit Reference
5	<b>Canine Behaviour and Training</b>	54	7	A/651/4830
<p>In this unit, learners will develop their knowledge and understanding of canine behaviour and the factors that influence it, including breed, environment and experiences. They will learn how to implement and evaluate basic training techniques using positive reinforcement.</p> <p>Additionally, learners will be introduced to the principles of behaviour modification and its application to address specific issues. Finally, learners will recognise the role of early socialisation in canine development and how to effectively expose dogs to various environments and experiences.</p>				
<b>Assessment Guidance</b>				
<b>Assessment Requirements</b>				
There are no specific assessment requirements for this unit.				
<b>Indicative Content</b>				
<p>LO1 - to include playfulness, curiosity and aggression. Factors including breed, environment, and previous experiences. Identifying common behavioural issues e.g. obsessive behaviour, aggression, object directed fear.</p> <p>LO2 - to include positive reinforcement only and including commands like sit, stay, and recall. Training plans to include the initial assessment of the dog, history, traits, frequency, steps and equipment required for training.</p> <p>LO3 - to include fear and force free behaviour modification techniques such as clicker training, repetition, reward-based training, and the importance of consistency. Monitoring to include progress against SMART targets.</p> <p>LO4 - to include socialisation from birth to adulthood, referring to noise, different situations, people, vehicles etc, to encourage a well-rounded, social and confident dog.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand canine behaviour and influencing factors	1.1 Identify common behavioural traits in canines
	1.2 Describe how factors influence canine behaviour
	1.3 Explain how to identify and address common behavioural issues in canines
	1.4 Identify signs and sources of stress in canines
2. Understand training techniques and equipment for canines	2.1 Explain positive reinforcement techniques to use alongside basic training commands
	2.2 Develop a simple training plan for a canine
	2.3 List the canine equipment used when training
	2.4 Describe the effectiveness of training techniques and suggest adjustments based on the dog's response
3. Understand the principles of behaviour modification in dogs	3.1 Identify common behaviour modification techniques
	3.2 Describe how to apply behaviour modification techniques to address specific behavioural issues
	3.3 Explain how to monitor progress and adjust behaviour modification strategies
4. Understand the role of socialisation in canine development	4.1 Describe the importance of early socialisation for puppies and its impact on adult behaviour
	4.2 Identify socialisation techniques to expose dogs to various environments, people and other animals
	4.3 Explain how to assess and address socialisation issues in dogs to improve their adaptability and behaviour

Mandatory Unit		GLH	Credits	Unit Reference
6	<b>Canine Legislation and Ethical Responsibilities</b>	40	5	D/651/4831
<p>In this unit, learners will develop their knowledge and understanding of the legal responsibilities associated with dog ownership, including key legislation and the legal requirements for identification and control.</p> <p>Learners will also recognise ethical considerations in canine care, focusing on humane training methods and end-of-life decisions. Additionally, learners will develop their understanding of the responsibilities for reporting welfare concerns, the role of relevant organisations and the impact of breed-specific legislation on dog welfare.</p>				
<b>Assessment Guidance and Indicative Content</b>				
<b>Assessment Requirements</b>				
There are no specific assessment requirements for this unit.				
<b>Indicative Content</b>				
<p>LO1 - to include as a minimum: Dangerous Dogs Act 1991 (updated 2024), Animal Welfare Act 2006, The Docking of Working Dogs' Tails (England) Regulations 2007, Environmental Protection Act 1990, Dogs (Protection of Livestock) Act 1953. Must also including microchipping and licensing regulations.</p> <p>LO2 - to include animal rights and the ethical influences on and impact on behaviour. Euthanasia for end of life and other reasons such as behavioural issues.</p> <p>LO3 - to include UK based organisations. Suspected signs of cruelty, neglect or abuse. Authorities such as RSPCA, Dogs Trust etc along with independent organisations and when to involve police.</p> <p>LO4 - to include education, equipment and training of deemed dangerous dogs and banned breeds in the UK.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the legal responsibilities involved in dog ownership and care	1.1 Identify key legislation related to dog welfare, ownership and control
	1.2 Explain the legal requirements for dog identification
	1.3 Describe the implications of legislation on dog ownership
2. Understand ethical considerations in canine care and management	2.1 Discuss the ethical responsibilities of dog owners and caregivers
	2.2 Explain the importance of using humane training methods and avoiding cruelty
	2.3 Describe ethical considerations in end-of-life care for canines including euthanasia decisions
3. Understand the responsibilities of reporting and addressing animal welfare concerns	3.1 Identify the signs of and procedures for reporting suspected cases of animal abuse or neglect
	3.2 Describe the role of various organisations and authorities in addressing welfare concerns
	3.3 Explain how to collaborate with veterinary professionals and authorities to ensure animal welfare
4. Understand the impact of breed-specific legislation and policies on dog welfare	4.1 Describe the objectives and controversies surrounding breed-specific legislation
	4.2 Explain how breed-specific policies affect dog welfare and public perception
	4.3 Discuss alternative approaches to improving dog welfare and reducing dog-related incidents

Mandatory Unit		GLH	Credits	Unit Reference
7	<b>Principles of Canine First Aid and Emergency Response Protocols</b>	8	2	F/651/4832
<p>In this unit, learners will develop their knowledge and understanding of the principles of first aid for dogs, including how to handle emergencies such as choking, wounds, and poisoning. Learners will learn to respond effectively by assessing the dog's condition, safely transporting them, and utilising a canine first aid kit.</p> <p>Learners will also explore emergency care protocols, effective communication with responders, and the importance of preventative measures to reduce emergency risks.</p>				
<b>Assessment Guidance</b>				
<b>Assessment Requirements</b>				
<p>There are no specific assessment requirements for this unit.</p>				
<b>Indicative Content</b>				
<p>LO1 - to include essential first aid techniques: CPR, choking, drowning, seizures, wounds, bleeding, stings and poisoning (including toxic substances found around the home - chocolate, houseplants, food items), wound dressing and bandaging.</p> <p>LO2 - to include basic triage and safe transport to a place of safety or veterinary facility, stabilisation and monitoring of vital signs (TPR - temperature only if appropriate and by a trained professional) throughout the journey. First aid kit to include bandages, gauze, dressings, sterile pads, tape, tweezers, tick remover, thermometer, gloves, blunt ended scissors, saline solution, towel/ blanket, contact list, torch, antiseptic wipes.</p> <p>LO3 - to include the VPIS, who and when to call the vets or animal ambulance, when/who to contact for a human first aid response. Key information to include when, where, how the emergency happened, first aid carried out, time of arrival at the vets, information about the animal involved.</p> <p>LO4 - to include ingestion of plants and foreign objects, RTC's, dog fights, falls, wounds. Seasonal risks (heat, cold, fireworks). Preventative strategies to include the use of correct equipment and restraint and training and education.</p>				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand basic canine first aid practices	1.1 Identify common canine emergencies
	1.2 Describe the steps to take in various emergency situations to stabilise the canine
	1.3 Explain how to perform essential first aid techniques
	1.4 Identify own limitations as when applying canine first aid
2. Know how to respond effectively to canine emergencies	2.1 Describe how to assess a dog's condition during an emergency
	2.2 Explain how to safely transport an injured or ill canine to a veterinary facility
	2.3 Explain the importance of maintaining a well-equipped canine first aid kit and how to use its contents during an emergency
3. Understand the protocols for emergency care and communication	3.1 Describe when to contact a veterinary professional or emergency service and the steps to take when contacting them
	3.2 Explain how to provide clear and accurate information to emergency responders
	3.3 Identify the key information to include in an emergency report about the dog's condition and the incident
4. Understand the role of preventative measures in reducing the risk of canine first aid emergencies	4.1 Identify common risks and hazards that can lead to canine emergencies
	4.2 Describe preventative strategies to minimise the risk of accidents and injuries in canines
	4.3 Explain how to educate dog owners on emergency precautions and prevention



## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 1.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 1.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 1.3 Co-ordination of the Assessment Process

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence, which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

#### **1.4 Standardisation of Assessment**

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

#### **1.5. Sampling Process**

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

## 1.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **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 resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

## 1.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be

- necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
  - previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
  - whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
  - the range of locations where assessments have taken place
  - the sampling process must not be determined by any rule of thumb such as '10%.'

### **1.8 Producing a Sampling Plan**

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### **1.9 Completing a Sample Record**

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas

for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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