



Qualification Specification

GA Level 4 Diploma in Canine Physical Training

(610/6119/0)

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

Section 1 - Qualifications Overview

1. Introduction: About the Gatehouse Awards Level 4 Diploma in Canine Physical Training 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 specification covers the GA Level 4 Diploma in Canine Physical Training (610/6119/0).

The GA Level 4 Diploma in Canine Physical Training qualification has been developed to meet the growing demand for skilled professionals within the evolving canine conditioning and training sector. As canine sports, working dog roles, and pet lifespans continue to grow, there is an increasing need for practitioners who can provide structured, land-based exercise programmes to support mobility, strength, injury prevention, and post-rehabilitation care.

This qualification provides learners with a comprehensive understanding of canine anatomy and physiology, movement analysis, functional assessment, and conditioning programme design. It also equips learners with the practical skills to assess canine physical fitness, implement tailored training strategies, and adapt exercises, with and without the use of equipment, to suit a wide range of canines and canine performance goals. Learners will be able to work within professional ethical guidelines and collaborate with a multi-disciplinary team whilst adhering to animal welfare standards, ensuring successful learners are fully prepared to work safely and effectively within this rapidly developing industry.

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

The 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 any existing qualifications.

2. Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 4 Diploma in Canine Physical Training	610/6119/0	25th July 2025	July 2030

1.5 Qualification Aims and Objectives

This qualification is designed to enable learners to develop effective study habits and engage in reflective practice, strengthening their critical thinking within the context of canine physical training. The qualification places strong emphasis on professional development, encouraging learners to work confidently within their scope of practice while critically examining the legal, ethical, and professional responsibilities involved in delivering safe, evidence-informed canine physical training and conditioning programmes.

The qualification is designed to support the development of robust assessment techniques to improve and facilitate the creation of effective tailored canine physical training and conditioning plans, as well as the application of progressive exercise strategies to support rehabilitation, performance, and injury prevention. In addition, the qualification enhances understanding of collaborative working with other canine professionals, managing client expectations, and complying with current UK legislation relevant to animal welfare and the role of canine physical trainers.

1.6 Qualification Structure and Overview: GLH, TQT, Credit Values and Units

The GA Level 4 Diploma in Canine Physical Training qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of this qualification is as follows:

GA Level 4 Diploma in Canine Physical Training (610/6119/0)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time**
1. Principles of Canine Behaviour and Training	H/651/7146	4	6	23	37
2. Canine Anatomy, Physiology and Biomechanics	J/651/7147	4	9	45	45
3. Canine First Aid	R/651/4973	3	2	14	6
4. Business Management and Professional Practice	K/651/7148	4	2	8	12
5. Principles of Exercise Prescription	L/651/7149	4	5	20	30
6. Canine Life Stage Conditioning	T/651/7150	4	3	14	16
7. Physical Demands of Canine Sport and Activities	Y/651/7151	4	2	8	12
8. Assessment Processing and Clinical Reasoning	A/651/7152	4	2	10	10
9. Canine Coaching	D/651/7153	4	2	10	10
10. Practical Application of Exercise Prescription	F/651/7154	4	7	50	20
			Total Credits 40	Total GLH* 202	GLH + Study Time = TQT** 400

*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 qualifications within this specification are designated at Level 4 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 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

1.7 Intended Audience, Age and Entry Requirements

This qualification is suited to learners from diverse backgrounds with various personal and professional goals.

The GA Level 4 Diploma in Canine Physical Training is intended for individuals who already have experience working with canines, either in a paid or voluntary capacity as well as those seeking a career change driven by a passion for animal care.

All learners must have prior experience of handling and interacting with canines and be comfortable and confident around healthy dogs. This experience can be gained via employment in a canine-related role, exposure to dogs through work in animal care, volunteering with dog welfare organisations or training facilities, or through owning and handling dogs as pets.

All learners must also have access to a suitable, healthy canine. This might be their own dog, or someone else's dog (with the owner's consent).

The learner must also be able to confirm they have access to sufficient space (an indoor or outdoor space of minimum 4 x 4 metres) to be able to practice taught content with their dog unsupervised, as part of their programme of learning.

The learner and their dog are expected to attend the training provider's premises for practical training and assessment.

This qualification is intended for learners aged 18 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).

If English is not the learner's first language, an English language level of International English C1 (CEFR) is required.

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 Rules of Combination

The Rules of Combination for this qualification are:

- in order to achieve the GA Level 4 Diploma in Canine Physical Training qualification, learners must achieve all 10 mandatory units.

1.9 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 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 a unit, units or whole qualification. The requirement for RPL in such instances will 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.

1.10 Relationship to Other Qualifications & Progression Opportunities

The GA Level 4 Diploma in Canine Physical Training qualification is an ideal qualification for learners who wish to progress onto further higher-level study or higher level practical occupational training or employment or self-employment.

Progression may include further continued professional development in the animal care and veterinary science sector.

Examples of qualifications and further learning which learners may wish to consider following completion of the Level 4 Diploma in Canine Physical Training are:

- GA Level 4 Diploma in Canine Hydrotherapy
- GA Level 4 Certificate in Veterinary Laser Applications
- GA Level 6 Diploma in Animal Osteopathy
- GA Level 6 Diploma in Animal Physiotherapy

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 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.

1.13 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

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

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. 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 accessed by approved GA centres, or upon request.

2.2 Assessment and Quality Assurance Model

For this qualification, learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements.

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

2.3 Assessment of Learners & Portfolio Requirements

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

To meet the assessment requirements, learners must:

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

Evidence in the portfolio should be mapped against the learning outcomes and assessment criteria, 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.

2.4 Components of Assessment

The Portfolio of assessed work will consist of the following components:

- **Component 1 – Theory Portfolio:** A portfolio of work covering all knowledge and understanding content of the qualification.
- **Component 2 - Logbook** – A log of a minimum of 25 self-directed 'hands-on' practical hours.
- **Component 3 – Practical Hours:** A minimum of 45 hours of taught and supervised 'hands-on' practical hours.
- **Component 4 – Summative Practical Assessment:** A comprehensive, observed demonstration of a complete canine physical training session from initial assessment through to session closure, showcasing clinical reasoning skills and professional practice standards, followed by assessor questioning.

Component 1 – Theory Portfolio

This component comprises all theory content across all units in the qualification.

Evidence can be presented in various formats, allowing flexibility while ensuring thorough knowledge and understanding.

Various types of evidence may be used, for example:

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

Component 2 – Logbook

The Logbook requires learners to complete a minimum of 25 hours of self-directed 'hands-on' practical activities with their own healthy dog (or other dog, with owner's consent), providing opportunities to practice key canine physical training skills in an unsupervised setting.

Each session must be documented, recording date, duration, activities practiced, canine responses and behaviour, reflective analysis of successes and challenges, learning outcomes, and safety considerations or adaptations made.

Practical activities undertaken as part of the 25 hours and compilation of the Logbook may include:

- core training skills practice
- behaviour management practice
- assessment and clinical reasoning practice
- exercise prescription and conditioning practice, including land-based exercises with and without equipment
- session management and safety, including warm-up and cool-down procedures and continuous risk assessment practice
- handling technique practices
- gait pattern and movement analysis
- breed-specific characteristic evaluations
- fatigue, stress, and movement compensation identification
- record-keeping and documentation
- self-reflection
- consultation and assessment process simulations

The above list is not exhaustive.

The logbook serves as both a learning tool and assessment evidence, demonstrating practical skill development, reflective practice capabilities, and professional growth over the 25-hour period.

Learners should provide supporting evidence of their self-directed hands-on practice, such as videos, photographs, session notes, and other relevant documentation. The centre's qualified assessor must review and sign off all completed hours.

Component 3 – Practical Hours

This component requires learners to complete a minimum of 45 hours of hands-on experience working with dogs in a conditioning setting, allowing learners to apply their knowledge in a real-world, practical environment.

All hours must be directly supervised, and the training centre is responsible for ensuring suitable supervisor-to-learner ratios appropriate to their facility.

Practical hours sessions focus on hands-on canine physical training practice with on-going assessment of competency and skills development, with all activities mapped to the Range Statements specified in Unit 10.

The facility where practical training takes place must meet the minimum equipment standards outlined in this document and maintain appropriate insurance for its services.

Practical hours will be based on real case scenarios or client sessions, with learners applying techniques detailed in the Unit Specifications.

Practical hours sessions will therefore incorporate:

- indoor and outdoor practice sessions to develop environmental adaptability
- training with and without specialised equipment to ensure comprehensive skill development
- a variety of canines and training scenarios to simulate real-world professional practice conditions

Learners must work with a minimum of two different dogs during the practical hours. The centre will ensure access to a variety of dogs of different breeds, sizes, ages, and temperaments. All dogs used in this component of assessment must be healthy and suitable for learner practice.

Practical training will include real-life scenarios, utilising the available dogs and their natural characteristics, as well as simulated scenarios to address situations not naturally present (e.g. working with dogs with sensory impairments, specific behavioural challenges, or physical limitations), to prepare learners for the full range of situations they may encounter in professional practice.

The centre may determine their own delivery schedules and timelines for completing the required hours. All practical hours must be completed within the learner's registration period.

Component 4 – Summative Practical Assessment

This component takes place within the 45-hour practical training period and consists of a comprehensive, observed demonstration where learners must conduct a complete canine physical training session from start to finish under direct assessor observation.

The learner must demonstrate their ability to deliver a full professional session including initial canine assessment, session planning, exercise delivery, and session closure.

The assessment showcases integrated application of theoretical knowledge, practical skills, and professional standards developed throughout the qualification.

Following the summative practical assessment, learners may also undergo structured questioning to evaluate their understanding of underpinning knowledge, ability to justify their clinical decisions, reflection on session outcomes, and understanding of professional boundaries and referral procedures.

Accurate record-keeping and session documentation must be submitted alongside the observation and record of any questioning.

2.5 Use of Simulation

While learners must demonstrate competency with real dogs in the practical training, it is acknowledged that certain canine characteristics that would be beneficial for the learner to be exposed to (different breeds, sizes, ages, temperaments, and specific traits such as sensory impairments, obesity, disengagement, anxiety, or overexcitement) may not be naturally present in the dogs available during the training period. Additionally, in the interests of health and safety, it may be inappropriate to expose learners to dogs with certain challenging characteristics or conditions.

The centre therefore must ensure that:

- a minimum of two different dog types (covering breed, size, age, or temperament variations) must be available during the practical hours
- for characteristics not naturally presenting during the training period, a structured simulation exercise is conducted.

Simulation may involve the assessor presenting scenarios where learners must explain or demonstrate how they would adapt their assessment techniques, exercise selection, handling methods, or session management for specific dog characteristics.

Learners may be required to role-play modifications to their approach, demonstrate alternative communication methods, or explain safety considerations for hypothetical scenarios.

Any simulation must accurately reflect real-world professional scenarios that learners would encounter in practice.

The assessor must document which characteristics were assessed through simulation.

2.6 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.

2.7 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. An overview is provided in Appendix 1 of this document.

2.8 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. 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.

2.9 Registering Candidates & Unique Learner Numbers

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

2.10 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.

2.11 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.

2.12 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.

2.13 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

2.14 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.

2.15 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: Staff and Physical Resources

Course providers offering these GA qualifications 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 Tutors 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 learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

All Tutors must:

- hold a relevant Level 4 (or above) qualification in canine physical training, or animal care specialising in canines (which must include minimum Level 3 canine anatomy and physiology as a unit)
- have demonstrable subject knowledge of canine physical training
- be actively working in the industry in either a practitioner or in a teaching capacity

AND

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

All Assessors must:

- hold a relevant Level 4 (or above) qualification in canine physical training, or animal care specialising in canines (which must include minimum Level 3 canine anatomy and physiology as a unit)
- have demonstrable subject knowledge of canine physical training
- be actively working in the industry in either a practitioner or in a teaching capacity

AND

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
 - o Level 3 Award in Assessing Competence in the Work Environment / Level 3 Award in Assessing Vocationally-Related Achievement
 - o Level 3 Certificate in Assessing Vocational Achievement
 - o A1 Assess Candidate Performance Using a Range of Methods
 - o D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

*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 18 months of commencing their role in order to continue to deliver the qualification.

**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 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.

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:

- hold a relevant Level 4 (or above) qualification in canine physical training, or animal care specialising in canines (which must include minimum Level 3 canine anatomy and physiology as a unit)

AND

- have a minimum of 3 years' experience working in their role
- be actively working in the industry as either a practitioner or in an educational quality assurance capacity

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.

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

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

Note, for Tutors, Assessors and IQAs:

- relevant professional registration/licenses must remain current, where applicable
- annual CPD requirements apply

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.

3.2 Venue 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 are 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.

For this qualification, suitable venue and equipment should include the learner having access to canine training areas providing sufficient space, as follows:

- Indoor area: minimum 4m x 4m (for basic exercises and to be accessed by the learner for practice purposes, either the learner's own premises or provided by the centre)

- Outdoor area: minimum 15m x 15m (provided by the centre and essential for ensuring sufficient space for dogs to move freely during advanced exercise routines such as gridwork and complex movement patterns)

All areas must have non-slip flooring, adequate ventilation, and appropriate lighting for training exercises and skills practice.

A covered area is recommended to ensure training can continue regardless of weather conditions.

The training areas must also encompass a secure, accessible area suitable for storing equipment. Training areas must ensure there are sufficient safety zones to allow clear access around all equipment and safe movement of both handlers and dogs during training activities.

In addition to the above, the centre must also ensure the venues have suitable:

- Documentation equipment: WiFi/4G connectivity and suitable video/audio recording equipment for assessment purposes.
- Safety provisions: Appropriate fire extinguishers where applicable and designated emergency gathering area.
- Learner facilities: Refreshment and toilet facilities, plus comfortable seating areas where students can complete written assessments and study notes.

The training setting must maintain documented risk assessments and must maintain appropriate insurance cover for the facility.

3.3 Canine Requirements

The centre must be able to provide a range of well-socialised dogs with basic obedience training that can safely participate in fitness and conditioning exercises with learners.

3.4 Equipment Requirements

The centre must have a range of equipment in place, including solid platforms and balance equipment suitable for canine fitness work.

All equipment should have a non-slip surface, no sharp edges, and nothing sticking out (such as nails or screws). It must be safe, secure, and appropriate for use with dogs of varying sizes and abilities.

Equipment for balance / proprioception exercises:

- balance pad

- balance disc
- paw pods
- fitbone

Equipment for strength exercises:

- stacking blocks,
- full length platform,
- sit platform

Equipment for flexibility exercises:

- solid platforms

Equipment for cardiovascular exercises:

- 2 cones or wings for figures of eight
- treadmill
- canicross belt and harness

Equipment for functional exercises:

- wings
- poles

Motivational aids:

- A variety of suitable training treats and toys appropriate for the dogs participating in practical sessions

3.5 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 learners to adequately prepare for assessment.

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

Please note, any references to books, journals, websites or other third-party materials and publications are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

3.6 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: 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.

Section 4: Unit Specifications

4.1 GA Level 4 Diploma in Canine Physical Training (610/6119/0)

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Principles of Canine Behaviour and Training	23	6	4	H/651/7146
<p>In this unit, the learner will develop a comprehensive understanding of canine behaviour and training principles that form the foundation of effective, ethical canine practice.</p> <p>The unit explores canine communication systems, including body language, stress signals, and breed-specific behavioural traits. Learners will examine the complex factors influencing behaviour, including genetics, environment, pain, and developmental stages, while understanding behavioural thresholds and when specialist referral is required.</p> <p>Building on behavioural knowledge, the unit covers the science and ethics of training through classical and operant conditioning principles, therapeutic handling, and the four stages of learning. Motor learning concepts and their application to skill acquisition are explored alongside enrichment strategies and motivation techniques.</p> <p>The unit addresses practical training approaches including desensitisation, arousal management, and methods for achieving controlled movement. Finally, learners examine client education and support strategies, understanding communication challenges and tools to assist handlers effectively.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
	1.1 Explain canine communication.

1. Understand canine communication and body language, including how breed-specific traits may influence expression and interpretation.	1.2 Summarise signs of stress in canines.
	1.3 Evaluate calming signals.
	1.4 Evaluate positive engagement signs.
	1.5 Explain the impact of environment and handler cues on canine communication.
	1.6 Explain how breed-specific traits influence canine behaviour.
2. Understand canine behaviour patterns and influences, including the roles of genetics, environmental factors, and age-related development.	2.1 Define normal and abnormal behaviour patterns.
	2.2 Describe the canine ladder of aggression and how it relates to trigger stacking.
	2.3 Explain behavioural thresholds and methods of adjusting training to support canines nearing their limits.
	2.4 Evaluate influences on canine behaviour in a clinical or training setting.
	2.5 Evaluate behavioural changes linked to pain.
	2.6 Summarise how pain can lower a canine's tolerance threshold.
	2.7 Analyse the role of genetics vs. environment in behaviour development.
	2.8 Evaluate age-related behavioural considerations (i.e. in puppies vs. senior dogs).
3. Understand the philosophies and principles of training.	2.9 Explain when behaviour issues might require veterinary or specialist behaviourist referral.
	3.1 Describe classical and operant conditioning principles in canine training.
	3.2 Describe ethical considerations in canine training.
	3.3 Define 'therapeutic handling'.

	3.4 Explain therapeutic handling in relation to canine training.
	3.5 Describe each of the 4 stages of canine learning: acquisition, fluency, generalisation, and maintenance.
4. Understand enrichment strategies.	4.1 Explain the role of enrichment.
	4.2 Explain enrichment activities.
5. Understand engagement and motivation strategies.	5.1 Summarise motivators for canines and how they can be classified by value.
	5.2 Describe methods to build focus.
	5.3 Explain reward and feedback strategies.
	5.4 Describe the difference between shaping, free shaping, and luring techniques to teach new movements.
	5.5 Describe the use of marker training.
6. Understand motor learning.	6.1 Describe the difference between motor learning and motor skills.
	6.2 Explain the three stages of motor learning and how a canine might display the stages of learning.
	6.3 Explain the relationship between shaping and postural transitions.
7. Understand common training approaches.	7.1 Explain desensitisation and confidence-building techniques.
	7.2 Describe methods to lower arousal levels in canines.
	7.3 Describe methods for achieving stillness and slow, controlled movements.
8. Understand how to support clients in training and behaviour management.	8.1 Explain how to educate clients on canine body language and consistent cues.
	8.2 Define the challenges of client ability and understanding.

	8.3 Define tools and methods to support clients with training.
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Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Canine Anatomy, Physiology and Biomechanics	45	9	4	J/651/7147
<p>In this unit, the learner will develop their knowledge and understanding of canine anatomy and physiology for effective physical training and conditioning. They will develop a thorough understanding of the major body systems that support canine movement and health, including the musculoskeletal, cardiovascular, respiratory, nervous, endocrine, immune, lymphatic, and fascial systems.</p> <p>The unit progresses from foundational anatomical structures through to applied biomechanics and exercise physiology. Learners will explore joint classification and movement capabilities, vertebral structure, detailed muscle tissue function, and the complex mechanisms of canine locomotion. Emphasis is placed on understanding how anatomical structure directly influences functional movement, athletic performance, and exercise capacity.</p> <p>This knowledge forms the foundation for designing safe, effective fitness programmes tailored to individual canine needs. By understanding the relationship between anatomy, physiology, and movement, learners will be equipped to analyse gait patterns, identify movement compensations, and apply evidence-based training principles that optimise canine performance while minimising injury risk.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the anatomical structure and physiological function of major canine body systems supporting movement and health.	1.1 Describe the structure and function of the canine musculoskeletal system in relation to movement and exercise.
	1.2 Describe the structure and function of the canine cardiovascular system.

	1.3 Describe the structure and function of the canine respiratory system.
	1.4 Describe the structure and function of the canine nervous system.
	1.5 Describe the structure and function of the canine endocrine system.
	1.6 Describe the structure and function of the canine immune system.
	1.7 Analyse the structure and functional role of the canine lymphatic system.
	1.8 Explain the physiology of the canine respiratory system and cardiovascular system as integrated systems.
2. Understand the types, connective tissue structures, and movement capabilities of joints in the canine body.	2.1 Describe the major types of joints in the canine body, including their classification and anatomical location.
	2.2 Classify the joint types by their connective tissues.
	2.3 List the range of movements available within each different synovial joint in the canine body.
	2.4 Explain the functional role of the skeleton and joints in facilitating canine movement.
3. Understand vertebral structure and axial movement in relation to canine posture and mobility.	3.1 Identify the three different types of skeletal vertebrae and locate them within the spinal column.
	3.2 Describe the range of movement of the spinal vertebrae.
	3.3 Describe the range of movement of the ribs in relation to the spinal vertebrae.
4. Understand the structure, classification, and function of canine muscle tissue.	4.1 List the three types of muscle found in the body.
	4.2 Explain the functional and neurological differences between voluntary and involuntary muscle types in the canine body.
	4.3 Describe the 7 different shapes of skeletal muscle.

	4.4 Describe muscle fibre.
	4.5 Explain the characteristics of canine muscle fibre types.
	4.6 Describe a muscle contraction.
	4.7 Describe the different types of muscle contraction.
	4.8 Explain an antagonistic muscle pair and its role in canine movement.
	4.9 Describe the physiology of the skeletal muscles
	4.10 Identify the key muscles essential for functional movement.
5. Understand the functional role of the canine nervous system in movement and proprioception.	5.1 Describe the physiology of the nervous system.
	5.2 Explain the functional significance of the major peripheral nerves in canines.
	5.3 Analyse the role of the proprioceptive system in maintaining body awareness and movement.
6. Understand the structure, function, and anatomical distribution of fascia in the canine body.	6.1 Explain the function and composition of fascia.
	6.2 Describe how fascia reacts to damage and injury.
	6.3 Identify the primary locations of fascia in the body.
	6.4 Analyse the structure and functional role of the canine fascial system.
7. Understand the biomechanics of canine movement and the functional role of skeletal muscles.	7.1 Explain the four primary categories of canine movement.
	7.2 Describe the location and function of the major skeletal muscles involved in canine movement.
	7.3 Describe the characteristics of common canine gait patterns.

	7.4 Analyse canine movement sequences in relation to balance, functional tasks and gait.
	7.5 Evaluate the function of canine postural muscle tone in maintaining balance and facilitating movement.
8. Understand the characteristics and functional roles of different muscle fibre types.	8.1 Explain the three different types of muscle fibres influence physiological and performance responses to different types of exercise.
	8.2 Explain the type of movements that each muscle fibre supports.
9. Understand the relationship between canine biomechanics, conformation, and functional movement.	9.1 Evaluate the impact of conformation on athletic performance.
	9.2 Explain how anatomical structure affects exercise capacity and limitations.
	9.3 Describe common movement compensations and their underlying causes.
	9.4 Analyse the functional design of the canine in relation to balance and movement.
10. Understand how the functional dynamics of the musculoskeletal system facilitates balance and locomotion.	10.1 Analyse the relationship between form and function in canine movement.
	10.2 Evaluate breed-specific anatomical variations and their physical training implications.
11. Understand anatomical and physiological principles in canine physical training.	11.1 Describe key anatomical and physiological terms used to identify regions, structures, and functions in the canine body.
	11.2 Explain how knowledge of canine anatomy and physiology informs the planning and implementation of fitness programmes.
	11.3 Apply anatomical directional terms and positional terminology correctly.
	12.1 Analyse the role of aerobic respiration during exercise.

12. Understand the types of canine respiration and their role in response to exercise.	12.2 Analyse the role of anaerobic respiration during exercise.
	12.3 Evaluate the relationship between exercise intensity and the type of respiration used in canines.

Mandatory Unit		GLH	Credits	Unit Reference
3	Canine First Aid	14	2	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>				
Assessment Requirements & Indicative Content				
<p>Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.</p> <p>Assessment Criteria 4.4 Requirements</p> <p>Learners must address a minimum of 5 conditions from the following range:</p> <ul style="list-style-type: none"> • Collapse • Choking • Drowning • Bleeding (Haemorrhage) • Shock • Seizures • 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.

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. Understand the importance of safety in canine first aid situations	2.1 Explain the importance of risk assessment before providing first aid.
	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.
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Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Business Management and Professional Practice	8	2	4	K/651/7148
<p>In this unit, the learner will develop essential knowledge of business management and professional practice principles required for effective canine physical training practice.</p> <p>The unit examines legal and ethical duties to clients, colleagues, and canines, including multidisciplinary team working, duty of care, and scope of practice limitations. Learners explore ethical principles, professional ethos, welfare challenges, consent procedures, and confidentiality obligations.</p> <p>Professional practice standards cover record keeping, contracts, continuing professional development, and professional body roles. The importance of self-reflection for professional growth is emphasised throughout.</p> <p>Business fundamentals include organisational structures, insurance requirements, pricing strategies, financial management, and equipment considerations. Marketing strategies and client relationship management are addressed, covering consultation processes and conflict resolution.</p> <p>Comprehensive risk management principles examine risk identification, assessment procedures, and emergency protocols. This unit prepares learners to establish and maintain professional, ethical, and commercially viable canine physical training practices while meeting all legal and professional obligations.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the legal and ethical duties of the canine	1.1 Explain the roles and function of the multidisciplinary team (MDT).

physical trainer in relation to clients, colleagues and canines.	1.2 Evaluate the principles of duty of care in relation to canine training.
	1.3 Explain the legal, ethical and welfare obligations of a canine physical trainer.
	1.4 Explain the scope of practice limitations of the canine physical trainer's role.
2. Understand the application of ethical principles to canine physical training.	2.1 Explain the trainer's ethos for canine physical training.
	2.2 Evaluate ethical and animal welfare challenges arising in canine physical training.
	2.3 Evaluate welfare strategies for canine health and wellbeing.
	2.4 Explain the reasons that a canine may need to be referred to their veterinary surgeon.
	2.5 Analyse consent procedures in canine physical training.
	2.6 Evaluate confidentiality and data protection obligations in canine physical training.
3. Understand how to work in a professional manner.	3.1 Identify the principles of professional practice and describe how they reflect on a workplace or individual canine physical trainer.
	3.2 Explain the need for contracts and terms of service documentation.
	3.3 Explain the need for accurate record keeping.
	3.4 Explain why ongoing education (CPD) is essential to the canine physical trainer.
	3.5 Explain the difference between a professional body and a professional register.
4. Understand the importance of self-reflection.	4.1 Describe the term self-reflection.
	4.2. Define methods and tools for self-reflection.

	4.3 Evaluate why self-reflection is important as a professional and its intended benefits and challenges.
5. Understand canine physical training businesses.	5.1 Explain different business structures and their implications (sole trader, partnership, limited company).
	5.2 Describe essential business insurance requirements (professional indemnity, public liability).
	5.3 Evaluate pricing strategies and fee structures for canine physical training services.
	5.4 Explain basic financial management principles (invoicing, tax obligations, record keeping).
	5.5 Explain equipment procurement and maintenance for canine physical training.
6. Understand marketing and client relationships.	6.1 Describe effective marketing strategies for canine physical training services.
	6.2 Explain client consultation and assessment processes.
	6.3 Evaluate methods for building and maintaining professional client relationships.
	6.4 Describe complaint handling and conflict resolution procedures.
7. Understand risk management.	7.1 Identify potential risks in canine physical training practice.
	7.2 Describe risk assessment procedures for training environments.
	7.3 Explain emergency protocols and incident reporting procedures.

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	Principles of Exercise Prescription	20	5	4	L/651/7149
<p>In this unit, the learner will develop their knowledge and understanding of exercise prescription principles essential for designing safe and effective canine physical training programs. This scientific foundation enables learners to create evidence-based conditioning plans that optimise canine health, fitness, and performance.</p> <p>The unit begins by exploring fitness and conditioning fundamentals, including the elements of balanced canine fitness, proprioception, range of motion, and neuromuscular control. Learners will examine key exercise physiology principles and their practical application to canine fitness programming.</p> <p>Training optimisation concepts are addressed through methods for targeting specific fitness components including strength, power, and stamina. The unit covers exercise modification techniques, muscle group analysis, and the effects of intervals, duration, and intensity on exercise outcomes.</p> <p>Land-based exercises and equipment are explored in detail, covering exercise categories, equipment applications, safety protocols, and stretching methodologies. Finally, comprehensive safety and injury prevention principles are examined, including correct form, fatigue recognition, warm-up and cool-down protocols, and environmental considerations.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand fitness and conditioning for canine health and well-being.	1.1 Explain reasons for improving fitness.
	1.2 Describe the necessity of following a conditioning plan.

	1.3 Define elements of fitness for the balanced canine.
	1.4 Describe the additional fitness needs of proprioception.
	1.5 Explain range of motion, its physical benefits and how it can be used as part of an exercise plan.
	1.6 Explain neuromuscular control, its physical benefits and how it can be used as part of an exercise plan.
2. Understand the key principles of exercise physiology and their application to canine fitness.	2.1 Describe the key principles of exercise.
	2.2 Explain the purpose of the key principles within an exercise programme.
	2.3 Explain how to apply the key principles of exercise effectively.
3. Understand tailoring training to optimise exercise outcomes.	3.1 Explain how to change training to target strength, power or stamina.
	3.2 Explain methods of modifying the difficulty of exercises.
	3.3 Analyse the muscle groups targeted by different exercises.
	3.4 Analyse how intervals affect exercise prescription.
	3.5 Explain how duration affects exercise in relation to the interval.
	3.6 Explain how the intensity of the exercise changes the outcome of the exercise.
4. Understand land-based exercises and equipment used in canine physical training.	4.1 Explain types and categories of land-based exercises used for canine physical training.
	4.2 Explain the use of different equipment for canine physical training.
	4.3 Describe the importance of applying correct safety protocols when using canine physical training equipment.

	4.4 Explain the focus of land-based exercises.
	4.5 Identify the muscle groups that land-based exercises target.
	4.6 Describe the differences between active dynamic, static and passive stretching.
5. Understand safe and effective canine physical training and injury prevention methods.	5.1 Describe the term 'correct form' in relation to canine posture.
	5.2 Explain how different training methods are used in canine physical training programmes.
	5.3 Describe signs of exercise being too difficult for a canine and appropriate responses to ensure welfare and safety.
	5.4 Evaluate the importance of varied training and rest.
	5.5 Analyse the signs of fatigue.
	5.6 Describe warm-ups for canine exercise.
	5.7 Describe cool-downs for canine exercise.
	5.8 Describe a suitable environment in which canine physical training can be performed.

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	Canine Life Stage Conditioning	14	3	4	T/651/7150
<p>In this unit, the learner will develop their knowledge and understanding of life stage-specific conditioning principles essential for safe and effective canine physical training across the lifespan. This targeted approach ensures appropriate exercise prescription that accounts for developmental, physiological, and age-related considerations.</p> <p>The unit explores physiological changes occurring throughout canine development, examining how developmental stages vary across breed sizes and influence conditioning requirements. Learners will identify age-specific body system changes that impact exercise tolerance and learn to recognise exercises that should be avoided at different developmental stages.</p> <p>Comprehensive coverage of osteoarthritis management addresses this common condition, including symptom recognition, environmental modifications, exercise regime adjustments, and owner expectation management. The principles of age-appropriate conditioning are examined, covering exercise precautions, contraindications, and frequency variations based on life stage and activity type.</p> <p>Finally, learners explore the development of life stage-appropriate conditioning programs, including progression principles, fatigue recognition, and program adaptation strategies. This unit ensures safe, effective conditioning practices tailored to individual developmental and age-related needs.</p>					
<p>Assessment Instructions, Guidance & Indicative Content</p> <p>Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the physiological changes and	1.1 Identify the developmental stages in puppies across varying breed sizes.

exercise requirements of canines at different life stages.	1.2 Describe developmental stage differences that influence conditioning needs.
	1.3 Explain how age-specific changes in the body systems impact exercise tolerance and conditioning requirements.
	1.4 Identify exercises that should be avoided at each stage of a puppy's development.
	1.5 Discuss methods for educating owners about the risks associated with inappropriate exercise.
2. Understand management of osteoarthritis in canine conditioning.	2.1 Identify the causes, symptoms and progression of osteoarthritis in canines.
	2.2 Describe modifications to the home environment that support canines with osteoarthritis.
	2.3 Describe how exercise regimes can be adjusted for canines with osteoarthritis.
	2.4 Identify exercises that may be unsuitable or contraindicated for canines with osteoarthritis.
	2.5 Describe strategies for managing owner expectations regarding osteoarthritis.
3. Understand the principles of age-appropriate conditioning and the safe application of exercise.	3.1 Describe 'age-appropriate conditioning'.
	3.2 Evaluate the precautions and contraindications of exercise.
	3.3 Discuss variations in exercise frequency based on the canine's life stage and activity type.
	3.4 Identify how rehabilitation differs from conditioning in purpose and application.
4. Understand life-stage appropriate conditioning programmes.	4.1 Explain the principles of exercise progression and intensity for different life-stages.
	4.2 Describe life stage specific signs of fatigue, overexertion and stress in canines.
	4.3 Explain how to adapt a conditioning programme for each life stage.

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	Physical Demands of Canine Sport and Activities	8	2	4	Y/651/7151
<p>In this unit, the learner will develop their knowledge and understanding of sport-specific conditioning principles essential for training canine athletes across diverse sporting disciplines, to ensure optimal performance enhancement while prioritising safety and injury prevention.</p> <p>The unit explores various canine sporting activities and their unique physiological demands, examining how different sports challenge specific body systems. Performance requirements are categorised across sprint, stamina, and control-based activities, enabling targeted conditioning approaches for each discipline.</p> <p>Assessment methodologies for canine athletes are covered through muscle and body condition scoring techniques, providing objective measures for fitness evaluation and progress monitoring. Breed-specific considerations examine how biological characteristics influence sport suitability and training programme design.</p> <p>Risk factors and injury prevention strategies address common sporting injuries, environmental influences, and the consequences of deconditioning. Finally, the role of the canine physical trainer in sport-specific conditioning is explored, covering performance enhancement strategies, safety protocols, and session planning around competition schedules.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
	1.1 Describe the different types of canine sporting activities

1. Understand canine sporting activities and their physiological demands.	1.2 Explain how different canine sports place varying demands on the body's physiological systems.
2. Understand performance requirements across sport categories.	2.1 Describe the performance requirements in relation to sprint activities/sports.
	2.2 Describe the performance requirements in relation to stamina activities/sports.
	2.3 Describe the performance requirements in relation to control based activities/sports.
3. Understand assessment methods for canine athletes.	3.1 Explain muscle condition scoring and how this can be used to assess a canine's fitness levels.
	3.2 Explain body condition scoring and how this can be used to assess a canine's fitness levels.
4. Understand breed-specific considerations for canine sports.	4.1 Describe the biological characteristics of common breeds participating in canine sports and activities.
	4.2 Evaluate the influence of breed specific biological traits on suitability for canine activities.
	4.3 Evaluate the influence of breed biology on the design of training environments and programmes.
5. Understand risk factors and injury prevention in canine sports.	5.1 Identify common injury risks associated with different canine sporting activities.
	5.2 Explain environmental factors that influence canine athletic performance and safety.
	5.3 Discuss the impact of disuse-induced muscle wasting on the body as a whole.
6. Understand the role of the canine physical trainer in sport-specific conditioning.	6.1 Explain the importance of understanding the demands of canine activities and sports.
	6.2 Describe how a physical trainer helps improve a canine's performance and safety in sports and activities.

6.3 Explain the importance of session planning around activity schedules and competitions.

Mandatory Unit		GLH	Credits	Level	Unit Reference
8	Assessment Processes and Clinical Reasoning	10	2	4	A/651/7152
<p>In this unit, the learner will develop their knowledge and understanding of assessment and clinical reasoning skills, essential for evidence-based canine physical training practice. This systematic approach ensures safe, effective, and professionally appropriate intervention strategies.</p> <p>The unit explores the components of thorough canine assessment, examining both subjective and objective evaluation processes. Learners will develop clinical reasoning skills, understanding how to form and test hypotheses throughout assessment and treatment sessions.</p> <p>Goal setting and treatment planning principles are addressed through SMART goal methodology, exploring how assessment findings inform program development and the factors influencing successful outcomes. Critical safety considerations and professional boundaries are emphasized, covering contraindications, referral criteria, scope of practice limitations, and risk factor evaluation.</p> <p>Re-assessment and outcome measurement concepts are also included, examining progress tracking methods, re-evaluation timing and purpose, and the measurement principles of accuracy, reliability, and validity. Programme modification strategies based on re-assessment findings ensure responsive, individualised care.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
	1.1 Describe the components of the canine assessment process.

1. Understand the components involved in the canine assessment process.	1.2 Explain the factors involved in the subjective assessment process.
	1.3 Explain the factors involved in the objective assessment process.
2. Understand clinical reasoning and hypothesis formation within the assessment process.	2.1 Explain the role of clinical reasoning within assessment and in sessions.
	2.2 Evaluate clinical reasoned pathways as part of the assessment process and treatment selection.
3. Understand goal setting and treatment planning.	3.1 Explain the importance of setting SMART goals in canine physical training.
	3.2 Describe how assessment findings inform treatment planning.
	3.3. Explain factors that influence goal achievement.
4. Understand safety considerations and professional boundaries.	4.1 Identify contraindications and precautions for canine physical training.
	4.2 Explain when referral to veterinary professionals is required.
	4.3 Describe the scope of practice for canine physical trainers.
	4.4. Evaluate risk factors that may impact training programme safety.
5. Understand re-assessment and outcome measurement.	5.1 Evaluate the use of outcome measures in tracking progress.
	5.2 Analyse the purpose and timing of re-assessment.
	5.3 Explain the concepts of accuracy, reliability, and validity in assessment tools.

	5.4 Describe how to modify programmes based on re-assessment findings.
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Mandatory Unit		GLH	Credits	Level	Unit Reference
9	Canine Coaching	10	2	4	D/651/7153
<p>In this unit, the learner will develop canine coaching skills essential for effective canine physical training delivery and handler development. This comprehensive approach distinguishes between direct training and coaching methodologies, emphasising the human factors crucial for successful outcomes.</p> <p>The unit explores foundational coaching concepts, examining the differences between structured coaching and physical training, while identifying relevant coaching models and ethical standards. Coaching principles are addressed across technical, tactical, physical, and psychological dimensions, providing a holistic framework for supporting canine performance.</p> <p>Effective coaching alliance development is emphasised through interpersonal communication skills, collaborative approaches, and the importance of canine-specific expertise. Observation and assessment techniques within the coaching cycle are explored, covering data collection, analysis, and translation into actionable feedback. Demonstration and modelling strategies, canine learning theory and handler development are included, including potential negative impacts when omitted. Finally, feedback delivery and programme adaptation principles ensure responsive, individualised coaching approaches.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand concepts of canine coaching.	1.1 Describe the difference between structured canine coaching and canine physical training.
	1.2 Describe coaching skills and techniques relevant to canine physical training.

	1.3 Identify coaching models and frameworks applicable to canine physical training.
	1.4 Explain ethical considerations and professional standards in relation to coaching.
2. Understand coaching principles to support canine performance and training.	2.1 Explain technical coaching for movement mechanics and exercise programming.
	2.2 Explain tactical coaching for adapting training approaches to different canine needs.
	2.3 Explain the elements of physical coaching principles in canine physical training.
	2.4 Describe psychological coaching strategies.
3. Understand the components of an effective coaching alliance.	3.1 Discuss the role of interpersonal and communication skills in canine coaching.
	3.2 Explain how collaboration enhances coaching effectiveness.
	3.3 Explain the importance of canine-specific expertise and experience for successful coaching.
4. Understand observation and assessment within the coaching cycle.	4.1 Describe observation techniques in a coaching context.
	4.2 Discuss the role of data collection and analysis in coaching.
	4.3 Describe how to translate observations into actionable feedback.
5. Understand demonstration and modelling in canine coaching.	5.1 Explain the importance of demonstration in canine learning theory.
	5.2 Describe how modelling is used in coaching to improve handler and canine performance.

	5.3 Describe the potential negative impact when modelling is not used in coaching.
6. Understand feedback delivery and programme adaptation.	6.1 Explain how feedback can be effectively presented.
	6.2 Describe how to support the implementation of coaching recommendations.
	6.3 Explain how to adapt programmes based on on-going assessment and feedback.

Mandatory Unit		GLH	Credits	Level	Unit Reference
10	Practical Application of Exercise Prescription	50	7	4	F/651/7154
<p>In this unit the learner will develop and demonstrate the practical skills essential for professional canine physical training through comprehensive hands-on experience.</p> <p>Learners will apply clinical reasoning to conduct systematic canine assessments, create problem lists, and develop SMART goals that inform evidence-based exercise prescription. Through direct work with multiple dogs of varying breeds and characteristics, learners will master fundamental training techniques including luring, shaping, and marker training, while developing competency in session preparation, safety protocols, and risk assessment procedures.</p> <p>The unit emphasises practical application of land-based exercises both with and without equipment, requiring learners to demonstrate adaptability in exercise delivery and problem-solving when sessions don't proceed as planned.</p> <p>Learners will develop professional communication skills for working with both canines and their owners, alongside essential documentation and record-keeping practices.</p> <p>Assessment includes continuous practical evaluation across 45 supervised hours, culminating in a comprehensive summative assessment where learners demonstrate a complete professional session from initial assessment through to closure, supported by structured questioning to evaluate clinical reasoning and professional judgment.</p>					
Assessment Instructions, Guidance & Indicative Content					
<p>Minimum Number of Practical Hours</p> <p>Learners must complete a minimum of 45 hands-on practical hours as part of this unit. This time should include direct interaction with dogs, practical skill application, equipment use, and all associated documentation.</p> <p>It is recommended that learners have the opportunity to work with a range of different breeds and temperaments in order to develop confidence.</p> <p>The learner must work with at least two different breeds of dogs.</p> <p>Canines used may include the learner's own dog or dogs belonging to someone else, with the owner's consent. Dogs may also be supplied by the training provider.</p>					

In addition, the learner must be assessed on their ability to work with dogs in **at least three** of the following areas:

Range Statement	
1	senior
2	puppy
3	sports conditioning
4	injury prevention
5	companion dog (pet) conditioning

A single dog may be used to meet one or more from this range.

Exercise Requirements

It is recommended that learners have the opportunity to practice ALL land-based, balance/proprioception, flexibility/mobility and cardiovascular exercises, both with and without the use of equipment.

Practical Hours Assessment **MUST** include a minimum of 6 from the following range of exercises without the use of equipment:

Range Statement Land-Based Exercises (without equipment)	
Strength	
1	stand
2	rock back sit and step to stand
3	down to stand
4	press up (bow and up again)
5	side stepping
Balance/Proprioception	

6	paw target
7	walking backwards
8	stand and weight shift
Flexibility/Mobility	
9	stretching protocols
10	ROM (range of movement) exercises
Cardiovascular	
11	sprint starts
12	controlled walking/trotting

Practical Assessment **MUST** also include a minimum of 10 from the following range of exercises using equipment:

Range Statement Exercises (with equipment)		
Balance/Proprioception		
1	weave through cones	Equipment for balance / proprioception exercises: <ul style="list-style-type: none">• balance pad• balance disc• paw pods• fitbone
2	pole scatter	
3	obstacle course	
4	proprioceptive track	
5	weight shift	
Strength		
6	front paws on	Equipment for strength exercises: <ul style="list-style-type: none">• stacking blocks,• full length platform,• sit platform
7	back paws on	
8	shoulder dips	
9	lateral forelimb taps	
10	lateral hindlimb taps	
11	FPO (front paws on) pivot	

12	BPO (back paws on) pivot	
13	plank	
14	mountain climbers	
Flexibility/Mobility		
9	stretching protocols	Equipment for flexibility exercises: <ul style="list-style-type: none">• solid platforms
10	ROM (range of movement) exercises	
Cardiovascular		
11	figure of eight sprints	Equipment for cardiovascular exercises: <ul style="list-style-type: none">• 2 cones or wings for figures of eight• treadmill• canicross belt and harness
12	controlled walking/trotting	
Functional		
13	plyometric exercises	Equipment for functional exercises: <ul style="list-style-type: none">• wings• poles
14	gridwork exercises	

Assessment Methods

- Live observation of practical skills demonstration
- Supplementary professional discussion, where applicable

Adaptation requirements or need for behavioural management must be the subject of professional discussion, where it is not possible to observe with the learner and dogs available. Assessors must ensure that oral questioning is used to establish the learner's ability to plan and modify approaches, techniques and training for at least two from the following list:

1. Anxious/fearful canine
2. Overexcited/reactive canine
3. Unmotivated/disengaged canine
4. Canine with physical limitation (joint stiffness, obesity)
5. Canine with sensory impairment (hearing or vision)

Summative Assessment

The Summative Practical Assessment consists of a comprehensive, observed demonstration where learners must conduct a complete canine physical training session from start to finish under direct assessor observation.

The learner must demonstrate their ability to deliver a full professional session including initial canine assessment, session planning, exercise delivery, and session closure.

Following the summative practical assessment, learners may also undergo structured questioning to evaluate their understanding of underpinning knowledge, ability to justify their clinical decisions, reflection on session outcomes, and understanding of professional boundaries and referral procedures.

Accurate record-keeping and session documentation must be submitted alongside the observation and record of any questioning. This will consist of:

- Complete assessment record
- Problem list and SMART goals
- Exercise prescription plan
- Session notes and progress tracking
- Aftercare recommendations

There are no set time limits for individual sessions. Learners must justify their planned session structure and duration based on the dog's individual needs and response to treatment.

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Apply clinical reasoning to practical assessment.	1.1 Demonstrate a clinically reasoned assessment process.
	1.2 Produce a comprehensive problem list from assessment findings.
	1.3 Develop SMART goals from the problem list.

	1.4 Demonstrate professional communication during assessment.
2. Demonstrate canine training and behaviour managements techniques.	2.1 Demonstrate luring, shaping and free shaping techniques.
	2.2 Demonstrate appropriate use of verbal or visual markers.
	2.3 Demonstrate enrichment strategies to enhance engagement.
	2.4 Demonstrate methods for achieving stillness and slow, controlled movements
3. Palpate and identify key skeletal muscles, bones and joints.	3.1 Locate the primary skeletal muscles.
	3.2 Locate the major bones.
	3.3 Locate the major joints.
4. Demonstrate session preparation and safety protocols.	4.1 Demonstrate comprehensive warmup and cool down procedures.
	4.2 Assess and report canine behaviour before, during and after sessions.
	4.3 Demonstrate appropriate handling and training techniques.
	4.4 Set up equipment and conduct safety checks effectively.
	4.5 Demonstrate appropriate use of verbal and visual cues to communicate with the canine.
	4.6 Demonstrate risk assessment procedures.

5. Demonstrate delivery and equipment use.	5.1 Demonstrate a range of land-based exercises.
	5.2 Demonstrate safe and effective use of conditioning equipment.
	5.3 Demonstrate adaptation of exercises for individual needs.
	5.4 Demonstrate problem-solving when exercises don't go as planned.
6. Demonstrate session evaluation and professional practice.	6.1 Record and evaluate session outcomes including performance and behavioural observations
	6.2 Demonstrate effective communication with owners/handlers
	6.3 Demonstrate appropriate aftercare guidance for canine and owners
	6.4 Demonstrate professional record-keeping and documentation.
	6.5 Demonstrate reflection and continuous improvement practices.

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

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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Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy Relevant Indicative Content, Assessment Instructions and Guidance documents specific to this qualification.		