



Qualification Specification

GA Level 3 Award in Starting a Professional Dog Walking Business

(610/5058/1)

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

Section 1: Qualifications Overview

1.1 Introduction: About this Qualification

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

This specification covers the GA Level 3 Award in Starting a Professional Dog Walking Business.

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

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace an existing qualification.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Award in Starting a Professional Dog Walking Business	610/5058/1	25/11/2024	Nov 2029

1.3 Qualification Aims and Objectives

In the GA Level 3 Award in Starting a Professional Dog Walking Business, learners will explore the factors relating to starting up a business in the dog walking sector. This career is becoming more and more popular as people seek to work from home and include their own dogs in their working day. Dog walking can be a rewarding career choice. It is essential that prospective dog walkers understand the many factors associated with starting up in the sector.

It is an ideal qualification for those new to dog walking, professionals wishing to gain a formal qualification or animal carers looking to diversify the services they offer in their own business.

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

The structure of this qualification is as follows:

GA Level 3 Award in Starting a Professional Dog Walking Business (610/5058/1)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time**
1. Canine Health and Welfare	F/651/4101	3	3	20	11
2. Canine Behaviour, Body Language and Handling	H/651/4102	3	4	27	9
3. Business Management and Customer Service for Professional Dog Walking	J/651/4103	3	3	24	9
4. Canine First Aid	K/651/4104	3	2	9	9
			Total Credits 12	Total GLH* 80	TQT** 118

*Guided Learning Hours (GLH): Definition

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

**Total Qualification Time (TQT): Definition

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

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the '**Study Time**' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and

demonstrate the achievement of the level of attainment necessary for the award of this qualification.

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

Level

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

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

1.5 Rules of Combination

This qualification consists of 4 mandatory units. There are no optional units.

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

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

There are no further rules of combination.

1.6 Intended Audience, Age and Entry Requirements

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

- setting up a new business
- animal carers

- pet owners
- pet professionals looking to gain formal qualifications

This qualification is intended for learners aged 16 and above.

There are other no formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above) or equivalent).

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

1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

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

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 3 Award in Starting a Professional Dog Walking Business is an ideal qualification from which a learner might progress into establishing their own professional dog walking business. They may also wish to progress onto higher level study, practical

occupational training or a career in the animal care sector, for example in canine training, behaviour or working in an animal health and welfare-related career.

1.9 Language of Assessment

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

1.10 Grading

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

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

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

1.11 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website: www.gatehouseawards.org

Section 2 – Qualification Delivery, Assessment Model and Certification

2.1 Teaching and Learning Requirements

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

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

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

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

2.2 Assessment and Quality Assurance Model

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

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

2.3 Registering Candidates & Unique Learner Numbers

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

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 52 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

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

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

2.4 ID Requirements

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

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

2.5 Record Keeping

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

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

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

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

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

Section 3 – Centre Requirements: Assessment & Quality Assurance

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

3.1 Staff

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

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

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

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

Requirements for Teachers and Assessors

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

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

All Teachers and Assessors must:

- be occupationally competent and hold, or be working towards, a regulated qualification at a higher level than the level being taught* in the subject area or related subject area
- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training (or equivalent)*.

AND

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.

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

Assessors must therefore also:

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

*In the absence of a regulated qualification in teacher training, the Teacher or Assessor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to a Ofqual-regulated qualification within 18 months of commencing their role in order to continue to deliver the qualification.

**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.

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:

- meet all requirements for Assessors, as outlined above

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.

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

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

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

3.2 Assessment of Candidates

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

Candidates are assessed on the evidence contained within their portfolio.

3.3 Assessment Strategy

Unit	Assessment Criteria	Assessment Method
1. Canine Health and Welfare	ALL	Portfolio
2. Canine Behaviour, body language and handling	ALL	Portfolio
3. Business Management and Customer Service for Professional Dog Walking	ALL	Portfolio
4. Canine First Aid	ALL	Portfolio

3.4 Use of Simulation

Simulation is permitted in Learning Outcome 3 of Unit 4: Canine First Aid.

Oral questioning is permitted. Any oral questioning used must be documented and authenticated by both the assessor and the learner.

3.5 Portfolio Requirements

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

Various types of evidence may be used, for example:

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

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

All evidence must meet CRAVES requirements.

3.6 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.

3.7 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.

3.8 External Moderation and Quality Assurance Arrangements

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

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

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

- confirming any claims for RPL, reasonable adjustments or special considerations

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

3.9 Venue and Equipment Requirements

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

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

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

For this qualification, suitable equipment and supplies the learner may need access to may include a mannequin/toy dog, to be used in the Canine First Aid unit. It must be life-sized and anatomically correct and should allow demonstration of key first aid techniques (CPR, bandaging, recovery position).

Multiple mannequins are needed if assessing groups of learners.

GA recommends that the mannequin includes various body parts/features to practice different first aid scenarios.

The centre must ensure that mannequins are kept clean and in hygienic conditions for repeated use, using suitable storage and maintenance protocols.

3.10 Teaching and Learning Resources

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

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

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

3.11 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.

3.12 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.

3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.14 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.

3.15 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 3 Award in Starting a Professional Dog Walking Business

Mandatory Unit		GLH	Credits	Unit Reference
1	Canine Health and Welfare	20	3	F/651/4101
In this unit, learners will develop an understanding of the basic requirements of looking after dogs in the capacity of a professional dog walker. Learners will explore canine health and nutrition, along with legislation and the relevant regulations and codes of practice that must be adhered to in the sector. Welfare of dogs is paramount, and this theme underpins the knowledge throughout the unit.				
Assessment Requirements and Indicative Content				
Assessment Requirements There are no specific assessment requirements for this unit.				
Indicative Content LO1 - Role to include walking services, maintaining dog health, schedules and routes. Responsibilities must include safety and care, client services and legislation and regulations. Legislation must include (but not limited to) Animal Welfare Act 2006, Environmental protection Act 1990, Dangerous Dogs Act 1991, The Dangerous Dogs (Designated Types) (England and Wales) Order 2023, The Control of Dogs Order 1992. Regulatory considerations to include safe walking areas, insurance, numbers of dogs to be walked at any one time. Need for dog walkers include for welfare of dogs, in emergency situations, for changes in home situations. LO2 - Anatomy and physiology to include structure and function of canine body systems including nervous, digestive, reproductive, cardiovascular, respiratory, musculoskeletal. Health issues to include virus, bacteria, fungi, parasites. Signs of injury and illness to include physical and behavioural signs. LO3 - Nutrients to include fat, carbohydrate, protein, water, vitamins, minerals, fibre, water. Diets to include raw, dried, wet, home cooked. Life stages to include neonate, young, adult, senior, geriatric. Nutrition at different life stages to include requirements relating to levels of exercise.				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand considerations of professional dog walking	1.1 Explain the dog walking industry
	1.2 Explain the role and responsibilities of a dog walker
	1.3 Summarise relevant legislation
	1.4 Describe regulatory considerations
	1.5 Explain why people use dog walking services
2. Understand canine health	2.1 Describe the basic anatomy and physiology of canines
	2.2 Describe common canine diseases
	2.3 Explain signs of injury in canines
3. Understand canine nutrition	3.1 State the nutrients required in the canine diet
	3.2 Describe the sources of nutrients required in a canine diet
	3.3 Describe different types of canine diets available
	3.4 Explain correct nutrition for different canine life stages

Mandatory Unit		GLH	Credits	Unit Reference
2	Canine Behaviour, Body Language and Handling	27	4	H/651/4102
In this unit, learners will develop an understanding of canine behaviours and the ways in which dogs communicate in their environment, not only with each other, but with humans too. Learners will develop their understanding of how these behaviours shape training methods. Learners will understand humane and positive training methods and the reasons why these are suitable and more successful than other methods. Learners will also explore the safe and responsible practices involved with handling and walking dogs as a professional dog walker.				
Assessment Requirements and Indicative Content				
Assessment Requirements There are no specific assessment requirements for this unit.				
Indicative Content LO1 - Communication methods and behaviours to include tail, head, ear and mouth positioning, vocalisation and eye contact. Canine behaviour to include normal and abnormal behaviours shown, including dogs in new or unfamiliar situations LO2 - Positive methods used to train dogs may include clicker training, operant and classical conditioning. Commands and training such as sit, stay, recall. Correction-free approaches to include reward-based training. Positive reinforcement to include use of voice commands, treats, toys etc. LO3 - Equipment to include leads, collars, harnesses, bags, water containers, transport components, contingency and emergency items. Safe use and maintenance of equipment includes regular checking and cleaning. Risks of handling multiple dogs to include fights, escapes, injury, loss.				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand canine behaviour and communication	1.1 Explain canine domestication and social structures
	1.2 Describe the differences in instinctive behaviour between small, medium, large, giant breeds and crossbreeds
	1.3 Analyse canine body language
	1.4 Evaluate canine communication methods
	1.5 Describe canine behaviour
2. Understand canine training methods	2.1 Explain positive methods used to train canines
	2.2 Describe basic obedience commands and training
	2.3 Describe the importance of correction-free training approaches
	2.4 Explain positive reinforcement in dog training
3. Understand safe and responsible canine handling, walking and transportation	3.1 Describe appropriate handling, walking and transportation equipment
	3.2 Explain the safe use and maintenance of canine handling and walking equipment
	3.3 Evaluate methods of transportation used for canines
	3.4 Describe safe practices for handling and walking multiple canines
	3.5 Explain potential risks and hazards that may occur when working as a dog walker and how to minimise these

Mandatory Unit		GLH	Credits	Unit Reference
3	Business Management and Customer Service for Professional Dog Walking	24	3	J/651/4103
In this unit, learners will develop an understanding of how to plan for and market a business for success and longevity. Learners will come to understand how important it is when setting up a business to be able to acquire a client base and know the importance of retaining clients. Learners will explore the relations between customers and business, and how to deal with client concerns.				
Assessment Requirements and Indicative Content				
Assessment Requirements There are no specific assessment requirements for this unit.				
Indicative Content LO1 - Market for dog walking business including local area and competition. Business planning to include financial and budgeting, time planning and constraints, contingency. Regulations to include Companies House, VAT, Self-Assessment, tax implications. LO2 - Branding to include design and impact. Advertising to include word of mouth, social media, paid advertising, printed information. The importance of client retention and repeat business for reputation, welfare and business longevity; the needs and wishes of the client. LO3 - Policies to include safe walking, multi-dog walking, veterinary care, insurance requirements. Records to include client information, vaccination, health and behaviour records, consent information, with maintenance being new dogs, annual renewal, changes to dogs' health etc. Potential risks and hazards to include not only physical risks, but risks to the business. LO4 - Effective communication via different channels such as email, phone, letter, social media. To include dealing with unhappy, angry and emotional clients.				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand business management for professional dog walkers	1.1 Describe the market for dog walking services
	1.2 Explain the key components of a business plan
	1.3 Develop a business plan
	1.4 Evaluate the financial and business regulations to adhere to when setting up a dog walking business
2. Understand marketing, client acquisition and retention	2.1 Explain how to establish a professional brand
	2.2 Describe methods for attracting potential clients
	2.3 Describe the importance of repeat business and client retention
3. Understand policies, procedures, and risk management	3.1 Describe policies and procedures necessary for a dog walking business
	3.2 Explain the maintenance of records required as a dog walker
	3.3 Explain how to identify and manage potential risks and hazards in the business
4. Understand client relations and customer service	4.1 Explain effective communication with clients
	4.2 Evaluate handling of client concerns and feedback
	4.3 Describe the importance of building short term and long-term client relationships
	4.4 Explain risks to the business with ineffective communication

Mandatory Unit		GLH	Credits	Unit Reference
4	Canine First Aid	9	2	K/651/4104
In this unit, learners will develop an understanding of canine first aid, CPR, and emergency care, equipping them to respond effectively to common emergencies. Learners will gain knowledge of the essential contents of a canine first aid kit and how to design an emergency action plan. Additionally, learners will be able to assess and improve the preparedness of existing first aid kits and action plans, ensuring readiness for potential canine emergencies.				
Assessment Requirements and Indicative Content				
Assessment Requirements LO3 - Simulation on a dog toy or similar is acceptable. Indicative Content LO1 - Symptoms shown in shock, GDV (bloat), choking, poisoning, seizures, drowning and heatstroke, 1.2 to include temperature, pulse, respiration rates and parameters for health LO2 - First aid situations to include bleeding, fractures, eye injuries, drowning, choking, seizures, poisoning, hyperthermia, bites and stings. Techniques to include bandaging, wound dressing, cooling, VPIS contact. 2.5 to include Veterinary Surgeons Act 1966. Behaviours shown to include fear, aggression and stress. LO3 - CPR, bandaging techniques (ear, limb, head) and placement into the recovery position. 3.5 to include information required to pass onto the vet for follow on care. LO4 - Bandages, non-adhesive dressings, animal safe alcohol wipes or wound wash/ saline, Surgical tape, sterile gauze, cotton wool, blunt ended scissors, tweezers, tick removal tool, blankets or towel, gloves, notebook/pen, vets phone number				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Know common emergencies in canine care	1.1 Identify the symptoms canines show in a range of emergencies
	1.2 Summarise a primary survey in a first aid situation
	1.3 Describe the first aid response for canine emergencies
	1.4 Describe the steps for performing CPR
	1.5 Explain the recovery position
	1.6 Evaluate the effectiveness of different emergency response strategies
2. Understand canine first aid	2.1 Explain the aims, principles and classifications of first aid
	2.2 Explain common canine behaviours shown in first aid situations
	2.3 Explain basic first aid techniques for common injuries
	2.4 Explain the importance of immediate care in emergency situations
	2.5 Describe own limitations as a canine first aider
3. Be able to perform canine first aid	3.1 Carry out a primary survey
	3.2 Demonstrate the recovery position

	3.3 Demonstrate Cardio-Pulmonary Resuscitation
	3.4 Demonstrate bandaging and wound care techniques
	3.5 Provide reported information to prepare for follow on care
4. Know the contents of a canine first aid kit and emergency action plan	4.1 Describe the essential items for a canine first aid kit
	4.2 Design an emergency action plan
	4.3 Assess the contents of a first aid kit and action plan and suggest improvements

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 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.

3.2 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*.

3.3. 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.

3.4 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.

3.5. 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.

3.6 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.

3.7 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%.'

3.8 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.

3.9 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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