

# AIM Qualifications Level 3 Award in Canine Care, Behaviour and Welfare Specification

**610/6937/1**

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## Document version history

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## Level 3 Award in Canine Care, Behaviour and Welfare

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)

0333 034 8833

Command verbs .....14

# About us

## Qualification specification for Level 3 Award in Canine Care, Behaviour and Welfare

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

### About this qualification specification

This specification is intended for tutors, internal verifiers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

### Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing [businessdevelopment@aimgroup.org.uk](mailto:businessdevelopment@aimgroup.org.uk) or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: [www.aim-group.org.uk/newcentre](http://www.aim-group.org.uk/newcentre)



**Section 1 – Qualification overview**

## Purpose of this qualification

This qualification has been designed to provide learners with the knowledge, understanding and skills to be able to work in the field of dog care providing walking services, kennelling, home boarding or day care for dogs. Learners will understand the basics of dog behaviour including understanding body language and unwanted behaviours, how to manage unwanted behaviours, understanding stress, fear and aggression. Learners will understand the transmission and prevention of canine diseases, possible welfare issues, feeding requirements, PPE for care and handling, enrichment and the safe management of dogs in care settings.

## Qualification details

AIM Qualifications Level 3 Award in Canine Care, Behaviour and Welfare	
Qualification Type	Vocational
Assessment	Portfolio of evidence
Grading	Pass/Fail
Geographical coverage	England
Operational start date	1/2/2026
Review date	1/2/2029
Sector	3.3 Animal Care and Veterinary Science
Qualification number	610/6937/1
Guided Learning Hours (GLH)	120
Total Qualification Time (TQT)	150
Minimum learner age	16+
Rules of combination	Learners must achieve both the mandatory components to achieve this qualification.

## Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

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## Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression opportunities

Learners may progress to any Level 3 Diploma qualifications in related areas, or they may progress directly into employment or self-employment in the canine care sector.

## Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent. Learners should be comfortable working with dogs of all breeds and sizes.

## Resource requirements

Centres must ensure that they have the appropriate resources in place to deliver the units in this qualification. Learners should also have access to learning resources such as text books, online resources and journals.

## Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors hold or are working towards:

- A relevant teaching qualification at Level 4 or above
- Level 4 qualification in canine care and welfare or demonstrable experience in the sector working at this level\*

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has substantial experience of working in or assessing qualifications in canine care, welfare, behaviour or similar subjects
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

\*centres must confirm tutor suitability with AIM's Quality team before undertaking any teaching as part of this qualification



## **Section 2 – Qualification structure**



## Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

<b>Rules of combination for:</b>		Level 3 Award in Canine Care, Behaviour and Welfare		
Learners must achieve the mandatory components to achieve this qualification.				
Component code	Component title	Level	Credit	GLH
<b>Mandatory</b>				
T/651/9031	<a href="#">Understanding Dog Behaviour</a>	3	4	40
Y/651/9032	<a href="#">Care of Dogs in Dog Care Settings</a>	3	8	80

## Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

Level	Knowledge descriptor	Skills descriptor
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>



## **Section 3 – Assessment**



## How this qualification is assessed

This qualification is assessed using a portfolio of evidence that is internally set, internally assessed and externally verified by AIM. This qualification uses a criterion-referenced model, assessing learners against defined learning outcomes and assessment criteria

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

Assessment method	Overview
Portfolio of Evidence	The portfolio comprises a series of tasks that are mapped to the assessment criteria of the units. Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the candidate has met the requirements of the qualification.

## Deadlines

Deadlines for internally marked tasks may be set by the centre and must be clearly communicated to learners on the assessment tasks.

## Late submissions

If an assignment is submitted after the issued deadline, without an extension having been granted and the work does not meet the assessment criteria, there is no opportunity for resubmission.

## Extensions (for internally set tasks only)

Tutors may agree an extension period of up to two weeks by negotiation and where genuine reasons can be evidenced. In exceptional circumstances, the learner may be granted longer than two weeks to submit, however that would need to be supported by the personal tutor/course leader. The personal tutor will be notified of extensions and will monitor these in order to ensure that the learner is coping with the demands of their qualification.

## Referral (for internally set tasks only)

A learner whose resubmission (submission 2) fails to meet the pass criteria may request a referral i.e. the opportunity to make a second resubmission (submission 3). The request is made of the assessor and internal verifier (IV) who collate evidence and subsequently convey the request to the external verifier

(EV). Even if the assessor and IV believe the situation doesn't warrant a referral, it should still be referred to the EV for confirmation or challenge. The EV informs the IV and the assessor of the decision. If approved, conditions of referral are set by the EV and conveyed to the centre.

Decisions about referrals made by the EV must include:

- whether or not a second resubmission opportunity should be offered
- the nature and extent of the requirements for second resubmission
- compliance with the relevant requirements for first resubmissions

Referrals undergo assessment by the assessor, internal verification and external verification.

## Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



## **Section 4 – Operational guidance**



## Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: [www.aim-group.org.uk](http://www.aim-group.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

## Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

## Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



## **Section 5 – Appendices and links**



## Appendices and links

Select an appendix or link from the list below to view the document.

### Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

## Command verbs

Level 3	
<b>Analyse</b>	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships.
<b>Assess</b>	Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
<b>Compare and Contrast</b>	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
<b>Create</b>	To produce work in response to a brief or to apply skills and techniques to meet an intention.
<b>Demonstrate</b>	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
<b>Discuss</b>	Explore issues, lines of reasoning and situations, articulating different viewpoints.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience.
<b>Evaluate</b>	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
<b>Explain</b>	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
<b>Justify</b>	Learners are able to give reasons or evidence to, support an opinion, or prove something right or reasonable.
<b>Outline</b>	Learners provide a general description or plan showing the essential features of something but not the detail.
<b>Summarise</b>	Briefly present an abstract of the main points.

All levels	
<b>Calculate</b>	Work out a numerical problem, showing how they arrived at their answer.