

# iPET Network

## Level 5 Diploma for Canine Behaviour Practitioners

### Qualification Specification

Qualification Number:  
610/6900/0



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## **iPET Network**

**LED BY INDUSTRY EXPERTS.**

**DRIVEN BY PASSION.**

**BOUNDED BY ANIMALS.**

**GUIDED BY CANDIDATES.**

**UNITED BY [iPET NETWORK](#).**

## **Our Mission**

**EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE**

**To be the Awarding Organisation of choice for Centres, Training Providers, Employers and Learners in the Animal Care and Veterinary Science Sector.**

We demand the highest standard of practice to ensure our suite of qualifications work: they work for pets who deserve the best care; they work for learners giving valuable skills; and they work for Centres with strong market appeal.

## **Leading the way**

iPET Network is an Awarding Organisation regulated by Ofqual, CCEA Regulation and Qualifications Wales, specialising in qualifications in the Animal Care and Veterinary Science sector. iPET Network is a sector-specific Awarding Organisation and is constantly developing innovative animal care and veterinary science qualifications in the industry. We are unique in our approach to development, design and awarding of qualifications through the range of services and support we offer. Additionally, iPET Network is an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards and offers Professional Development Recognition (PDR) of unregulated educational courses.



Our Approved Centres have exclusive access to our portfolio of qualifications, courses, learning materials and assessment strategies. We offer an inclusive opportunity to join a diverse network of forward-thinking professionals across the UK, Ireland, Europe and internationally.

## **We do the hard work for you – fast, flexible and straightforward**

We have developed robust systems at the forefront of technology that include extensive resources, quality learning materials and varied assessment methods. Our centralised platform makes it simple for Approved Centres and their teams to deliver, manage, mark and quality assure all in one place. We provide access to training and updates through standardisation to uphold modern best practice.

Organisations of many different types, who want to deliver education, can join iPET Network. With transparent fees and packages to suit every size of organisation from sole traders to limited companies, colleges and large employers.

## **An exciting and supportive community**

We practice what we preach - the iPET Network team has extensive experience and knowledge of working in the animal care, veterinary science and education sector. We provide support, advice and Continual Professional Development to help Approved Centres offer the best standard of education and to inspire the future generation of the industries we serve. We believe in removing learning barriers and working with Learners of all abilities to help them reach their full potential and goals.

## Contents

<b>Qualification Summary – Level 5 Diploma for Canine Behaviour Practitioners .....</b>	<b>7</b>
<b>1. Integrity Statements.....</b>	<b>8</b>
1.1. Intellectual Property and Confidentiality Statement .....	8
1.2. Welfare Statement.....	8
<b>2. About This Document.....</b>	<b>9</b>
<b>3. About This Qualification.....</b>	<b>9</b>
3.1. Qualification Overview .....	9
3.2. Objectives of the Qualification.....	11
3.3. Progression Routes.....	12
3.4. Guided Learning Hours (GLH) .....	12
3.5. Total Qualification Time (TQT) .....	13
3.1. Qualification Delivery Requirements .....	13
<b>4. Requirements to Deliver this Qualification .....</b>	<b>14</b>
4.1. Head of Centre .....	14
4.2. Tutors .....	15
4.3. Assessors.....	15
4.4. Internal Quality Assurers (IQAs).....	16
Use of Unqualified Internal Quality Assurers.....	16
4.5. Requirements for Centre Roles.....	17
4.6. Standardisation .....	21
4.7. Support for Centres .....	21
4.8. Centre Resources and Equipment.....	21
Core Species and Equipment Requirements.....	22

Centres Delivering Face-to-Face / On-Site .....	22
Centres Delivering Remotely.....	22
<b>5. Learner Requirements.....</b>	<b>23</b>
5.1. Entry Requirements.....	23
<b>6. Reasonable Adjustments.....</b>	<b>24</b>
<b>7. Recognition of Prior Learning and Attainment.....</b>	<b>24</b>
<b>8. Induction .....</b>	<b>25</b>
<b>9. Achieving the Qualification .....</b>	<b>26</b>
9.1. Duration of Registration .....	26
9.2. Unit Registration .....	26
9.3. Unit Achievement.....	26
9.4. Recording Achievement.....	26
9.5. Credits .....	26
<b>10. Qualification Structure .....</b>	<b>27</b>
10.1.Units.....	27
10.2.Level Descriptor.....	28
<b>11. Assessment.....</b>	<b>29</b>
11.1.Assessment Process.....	29
11.2.Assessment Principles .....	29
11.3.Specimen Assessment Materials.....	30
11.4.Assessment Method and Strategy .....	30
11.5.Marking .....	30
11.6.Qualification Grading.....	30
11.7.Appeals .....	30

11.8. What Constitutes a Fail? .....	31
<b>12. Qualification Unit Breakdown .....</b>	<b>32</b>
<b>Unit 513: Canine Breeding and Development .....</b>	<b>32</b>
<b>Unit 514: How Dogs Learn .....</b>	<b>34</b>
<b>Unit 447: Canine Anatomy, Physiology and Handling Equipment .....</b>	<b>35</b>
<b>Unit 515: Canine Body Language .....</b>	<b>36</b>
<b>Unit 448: Practical Dog Training .....</b>	<b>37</b>
<b>Unit 516: Puppy Training .....</b>	<b>39</b>
<b>Unit 517: Adolescent Dog Behaviour and Training .....</b>	<b>40</b>
<b>Unit 518: Rescue and Street Dog Welfare .....</b>	<b>42</b>
<b>Unit 519: Factors Influencing Canine Behaviour .....</b>	<b>43</b>
<b>Unit 520: Feeding and Diet-Related Problems .....</b>	<b>44</b>
<b>Unit 521: Behavioural Modification .....</b>	<b>45</b>
<b>Unit 522: Consultation and Behavioural Change Programmes .....</b>	<b>47</b>
<b>Unit 449: Business Management and Marketing .....</b>	<b>49</b>
<b>13. Suggested Learning Resources .....</b>	<b>51</b>
<b>14. Supporting Documents .....</b>	<b>53</b>

# Qualification Summary – Level 5 Diploma for

## Canine Behaviour Practitioners

### Key Information

<b>Level</b>	5
<b>Guided Learning Hours</b>	162
<b>Total Qualification Time</b>	560
<b>Credits</b>	56
<b>Age Range</b>	18+
<b>Entry Requirements</b>	Hold relevant regulated Level 3 qualification or hold a regulated Level 3 qualification plus 2 years' experience in the canine industry.
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Registration Period</b>	60 months
<b>Assessment Methods</b>	Portfolio of Evidence, Assignment, Practical Demonstration
<b>Sampling Requirements</b>	Interim and summative
<b>Overall Grading Type</b>	Pass/Fail
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Assignment Marking Guidance, Practical Hours Log, Assignment Briefs

## 1. Integrity Statements

### 1.1. Intellectual Property and Confidentiality Statement

This document is confidential and the intellectual property of iPET Network Ltd. It is provided solely for the use by Approved Centres and iPET Network staff and contractors for the intended purpose only. Any unauthorised use, reproduction, copying, distribution or sharing with any third party is strictly prohibited. By accessing this document, users acknowledge and agree to maintain its confidentiality and to comply fully with our **Terms and Conditions** and all relevant intellectual property and copyright laws.

### 1.2. Welfare Statement

For any qualifications that include handling, restraint, grooming, training, treatments and care of live animals, iPET Network places a strong emphasis on animal welfare and safety. To uphold these standards, iPET Network requires the following:

- All activities should prioritise animal welfare, ensuring suitable handling, reduced stress, and careful monitoring. Any signs of animal distress should lead to an immediate adjustment, pause or termination of assessment or teaching. If a Learner's assessment is affected, please contact iPET Network regarding the potential to submit a Special Consideration request.
- Prior to any teaching or assessment involving live animals, the health, temperament, and suitability of each animal should be assessed. Only animals that are comfortable with handling and the learning environment should participate.
- Strict adherence to relevant regulations, for example, but not limited to: The Animal Welfare Act 2006; Veterinary Surgeons Act 1966; Veterinary Medicines Directorate, must be maintained at all times.

iPET Network highly recommends that a qualified first aid practitioner for the relevant species should be appointed and present during training and assessment involving live animals.

## 2. About This Document

This **Qualification Specification** is intended for use by Learners, Tutors, Assessors, Internal Quality Assurers, Centre Managers and other staff within iPET Network Approved Centres, External Quality Assurers and other iPET Network personnel. It provides information about the structure, delivery and assessment of the Qualification. The **Qualification Specification** should be read in conjunction with the **Qualification Handbook** and **Approved Centre Manual**, which provides general guidance around operational considerations when delivering, and other relevant policy documents.

Qualification Specifications can be found on [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk)

This document reflects the most current information at the time of publication. However, as part of our commitment to continuous improvement, iPET Network may update its products and services from time to time. To ensure accuracy, Approved Centres must always refer to the most current version. Any updates will be documented in the version history/document control.

## 3. About This Qualification

### 3.1. Qualification Overview

The **iPET Network Level 5 Diploma for Canine Behaviour Practitioners** has been designed to provide Learners with a comprehensive and applied understanding of canine welfare, behaviour and training, grounded in scientific research, ethical principles and evidence-based practice. It develops both the theoretical knowledge and practical skills required to work competently and responsibly in the canine behaviour sector under supervision from a Clinical Animal or Veterinary Behaviourist.

Learners will be equipped with a comprehensive understanding of canine behaviour, learning theory, physiology, welfare, and the practical application of training and behaviour modification techniques. It also covers key professional areas including client

communication, business management, legislation, and ethical practice within the canine sector.

Ethical and welfare considerations are embedded throughout the qualification. Learners are encouraged to critically evaluate training and behaviour modification methods. The qualification reinforces the need for professional integrity, evidence-based decision-making, and collaboration with veterinary and other professionals where appropriate.

This qualification equips Learners with the knowledge and understanding required to support the work of a Clinical Animal or Veterinary Behaviourist. The Animal Behaviour Technician (ABT) role sets out the competences required to provide preventative and behavioural first-aid recommendations.

Centres delivering this qualification may apply directly to the Animal Behaviour & Training Council (ABTC), if desired, to seek course recognition under the Animal Behaviour Technician Standard.

Learners who complete this qualification at a Centre with ABTC course recognition may progress to supporting case work and, where appropriate, towards undertaking the ABTC practical assessment to become a recognised Animal Behaviour Technician under ABTC standards.

Learners who complete the qualification at a Centre without ABTC course recognition may still apply to undertake the ABTC practical assessment via the ABTC's Assessment of Prior Experience and/or Learning (APEL) route.

While iPET Network, as the Awarding Organisation, cannot apply directly for ABTC course recognition, the ABTC were consulted during the development of this qualification. Consultation does not imply endorsement or recognition.

This qualification is regulated by Ofqual.

### 3.2. Objectives of the Qualification

This qualification has been designed to enable Learners to:

- Understand the evolution and domestication of dogs, the effect of genetics on health and behaviour, and the responsibilities of dog breeders.
- Understand learning theories and how to apply them in practice, including training terminology such as conditioning and reinforcers.
- Be able to assess dogs for training, teach new behaviours, and evaluate the outcomes and impact of interventions.
- Understand basic functional anatomy and physiology, the stress response, signs of ill health that influence behaviour, and the impact of handling equipment on dogs.
- Understand the impact of diet, gut microbiome, ingestive behaviour, and the use of food in behaviour modification.
- Understand the needs and training of puppies, adolescents, street and rescue dogs.
- Understand canine communication, body language, and behavioural states.
- Understand common unwanted behaviours, their prevention and management, aggression, separation-related behaviours, fears and phobias.
- Understand the importance of play, exercise, and environmental factors on stress, and the use of psychopharmaceutical, complementary, or non-prescription therapies.
- Understand and be able to carry out preparation, risk assessment, documentation, and information gathering for consultations.
- Understand and implement behaviour modification plans and understand professional collaboration and the referral processes.
- Understand business ownership, marketing, pricing, insurance, and relevant legislation.

- Be able to create a business plan and understand the importance of maintaining up-to-date knowledge and professional practice.

Depending on the needs of the Learner, these qualifications can:

- Prepare individuals to progress to another qualification in the same or related subject area, studying at a higher level or a qualification requiring more specific knowledge, skills and understanding.
- Improve employability skills.
- Improve career satisfaction.
- Encourage engagement in learning.

### 3.3. Progression Routes

Suggested progression routes and other qualifications that may be of interest following completion of the qualification:

- Regulated Level 6 qualification in animal behaviour
- Employment or self-employment in the canine sector
- Further qualifications in the behaviour and welfare fields
- This qualification also provides a strong foundation for those seeking to work towards accreditation with professional organisations such as the Animal Behaviour and Training Council (ABTC) or equivalent bodies.

### 3.4. Guided Learning Hours (GLH)

Guided Learning Hours (GLH) are defined by the [Apprenticeships, Skills, Children and Learning Act, 2009](#) as the number of hours the Learner spends:

- Being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training, or
- Otherwise participating in education or training under the immediate guidance or supervision of such a person.

**GLH does not include time spent on unsupervised preparation or study, whether at home or otherwise.**

iPET Network has calculated the GLH for this qualification representing an estimate of the amount of actual guided learning which could reasonably be expected to be required to achieve the standard required to obtain the qualification.

GLH will be stated for each unit which should be used by centres as a guide for devising teaching and learning plans.

### **3.5. Total Qualification Time (TQT)**

Total Qualification Time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Learner for independent, unsupervised study. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time are estimates as some Learners will be able to achieve units and qualifications within a shorter time than indicated. Others, for example those with additional support requirements, may need longer.

Guided Learning Hours and Total Qualification Time are as follows:

Qualification	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
iPET Network Level 5 Diploma for Canine Behaviour Practitioners	162	560

#### **3.1. Qualification Delivery Requirements**

Learners must complete and evidence a minimum of 35 hours of practical dog training experience for the Practical Training Unit (Unit 448). This may include work experience or documented experience gained through their own training business.

The remainder of the qualification may be delivered as the Approved Centre feels appropriate, ensuring that Guided Learning Hours' requirements are met. As part of the

application to deliver, Approved Centres must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the GLH.

## 4. Requirements to Deliver this Qualification

Centres wishing to deliver this qualification must apply by submitting an iPET Network **Qualification Approval Form** which can be downloaded from the website. The centre must provide supporting information and documents to demonstrate their ability to deliver this qualification and adhere to quality assurance and assessment regulations.

Applications can be made via email [eqa@ipetnetwork.co.uk](mailto:eqa@ipetnetwork.co.uk) or if there are any queries call the iPET Network team on 0800 433 4700.

Centres wishing to offer this qualification must refer to the requirements stipulated in Section 4.5.

### 4.1. Head of Centre

Each centre should identify a Head of Centre who has overall responsibility for the ensuring the Approved Centre remains compliant with iPET Network's approval criteria and policies.

The Head of Centre must ensure all procedures relating to the delivery of the qualification operate effectively in the centre.

The Head of Centre contact is responsible for ensuring all relevant iPET Network documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The Head of Centre will be the main point of contact should iPET Network need to contact the Approved Centre regarding concerns of maladministration or malpractice.

Additional contacts can be agreed with the Approved Centre.

## 4.2. Tutors

To offer this qualification, centres must ensure that Tutors involved in delivery are professionally competent to do so. This means centres must ensure that Tutors meet criteria detailed in the Requirements for Centre Roles section.

Evidence of qualifications and experience must be provided in the form of original certificates, detailed CV and employer references. iPET Network reserves the right to request additional information in support of Centre/Tutor applications e.g. references.

The exception to these requirements is where Guest Lecturers are utilised. A guest lecturer is an individual invited by an Approved Centre to give occasional lectures in their specific area of expertise or interest. They are usually not permanent staff members, although they might be permanent staff from a different department. Guest lecturers focus solely on teaching a particular subject and do not have the authority to make assessment decisions. According to iPET Network, “occasional” is defined as delivering no more than 10 hours of lecturing per academic year, or pro rata for shorter course. This is not permitted for qualifications with less than 10 Guided Learning Hours.

## 4.3. Assessors

To offer this qualification, centres must ensure that Assessors involved in assessment meet the criteria detailed in the Requirements for Centre Roles section and are familiar with the assessment requirements of the qualification for which they are assessing. The same individual can fulfil the role of Tutor and Assessor, especially regarding marking of theoretical assessments in workbooks or e-portfolios. The centre can utilise different Assessors for different Units and, where a formal assessment forms part of the assessment strategy, may prefer to use an assessor who hasn't previously assessed the Learner's work.

Evidence of qualifications and experience must be provided in the form of original certificates, detailed Curriculum Vitae (CV) and employer references. iPET Network reserves the right to request additional information in support of Centre/Assessor applications.

#### 4.4. Internal Quality Assurers (IQAs)

Centres must also ensure that they have in place an Internal Quality Assurer who meets the criteria detailed in the Requirements for Centre Roles section and is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

Or,

Utilise iPET Network's Internal Quality Assurance service via Gold package registrations. *(Refer to Centre Fees)*

#### Use of Unqualified Internal Quality Assurers

Where an Approved Centre has an unqualified Internal Quality Assurer, they must be registered on a relevant regulated IQA qualification (see Requirements for Centre Roles section) and actively working towards its completion. Until the qualification is fully achieved and certificated, the working-towards IQA must have their decisions checked by a qualified and approved IQA, who will provide feedback and ensure reports are only released to assessors when the IQA decisions are valid and reliable. The qualified IQA will countersign all decisions to confirm the checks have taken place and the decision and feedback was satisfactory.

Centres must either:

- Appoint or employ a qualified IQA who has been approved by iPET Network to act as a countersignatory and provide appropriate support;

Or,

- Engage iPET Network to provide a qualified and approved countersignatory IQA for the duration of the support period, with all associated costs to be paid for by the centre.

## 4.5. Requirements for Centre Roles

Approved Centres are responsible for ensuring that Tutors, Assessors and Internal Quality Assurers are occupationally competent, suitably qualified and stay current with industry developments and best practices.

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Tutor	<ul style="list-style-type: none"> <li>• Hold a relevant regulated qualification, at one level higher than that they are teaching. For example,           <ul style="list-style-type: none"> <li>○ Level 6 regulated qualification in Canine/Animal Behaviour</li> <li>○ Degree in Animal Behaviour e.g. BSc/MSc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a minimum of 2 years' experience working within the subject area of animal care/and or welfare with canine behaviour and training experience</li> <li>• Other combinations of qualification and experience may be accepted by iPET Network.</li> <li>• Desirable - Is a Clinical or Veterinary Behaviourist as recognised by a professional association such as ABTC or APBC</li> </ul>	<ul style="list-style-type: none"> <li>• Have completed 15 hours of Continuous Professional Improvement over the past year</li> <li>• CPD relevant to subject and applicable to role</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A teaching qualification at Level 3 or above, such as <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>○ iPET Network Level 3 Award in Education and Training for Animal and Veterinary Professionals (The previous version of this qualification: iPET Network Level 3 Award for Educators in the Canine and Feline Sector, will also be accepted as the skills are transferable)</li> <li>○ Level 3 Award in Education and Training</li> <li>○ Level 4 or above Certificate in Education (CertEd/PGCERTEd)</li> </ul>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				<ul style="list-style-type: none"> <li>○ Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)</li> <li>○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)</li> <li>○ Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)</li> <li>○ Level 7 Veterinary Education Where no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of Centre Approval. The Tutor will require mentoring during this period.</li> </ul>
Assessor	See Tutor requirements	See Tutor requirements	<ul style="list-style-type: none"> <li>● Have completed 15 hours of Continuous Professional Improvement over the past year</li> <li>● CPD relevant to subject and applicable to role</li> <li>● Types of CPD completed should be varied. For example, a range of webinars, journal reading,</li> </ul>	<p>A qualification in vocational assessment at Level 3 or above, such as one of the following:</p> <ul style="list-style-type: none"> <li>○ Level 3 Certificate in Assessing Vocational Achievement (CAVA)</li> <li>○ D32/33</li> <li>○ A1</li> </ul>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
			<p>shadowing/industry days, workshops and reflective practice.</p>	<p>Where the Assessor is also the Tutor a teaching qualification as outlined above for Tutors will be accepted in lieu of a vocational assessment qualification, where the content of the Teaching qualification included assessment.</p> <p>Where no formal teaching or assessor qualification is held, it will be a requirement that one is achieved within 12 months of Centre Approval. In many instances the role of Tutor and Assessor may be completed by the same individual. If the Assessor is not also the Tutor, it is recommended that they achieve a vocational assessment qualification rather than a teaching qualification. The Assessor will require mentoring during any period of working towards their qualification and the reliability of their assessment decisions checked and countersigned. The counter</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				signatory should not also be the IQA.
Internal Quality Assurer	See Assessor requirements	See Assessor requirements	<ul style="list-style-type: none"> <li>• Have completed 15 hours of Continuous Professional Improvement over the past year</li> <li>• CPD relevant to subject and applicable to role</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A qualification in Internal Quality Assurance, such as:</p> <ul style="list-style-type: none"> <li>• D34</li> <li>• V1</li> <li>• Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</li> </ul> <p>(Level 4 Award in <i>Understanding the Internal Quality Assurance of Assessment Processes and Practices</i> will not be accepted unless accompanied by evidence of extensive IQA practice)</p>

#### 4.6. Standardisation

Standardisation of assessors and quality assurance personnel promotes consistency in the understanding and application of standards.

Assessors and quality assurance personnel will have their practise standardised through feedback and standardisation exercises and events. Centres should ensure that their internal teams are standardised and personnel are able to attend iPET Network standardisation events and complete standardisation exercises and training as required.

It is a requirement of the centre approval process that each centre offering units from iPET Network qualifications provides assessment materials and Learner evidence for standardisation if requested.

Common errors, good practice and recommendations arising from standardisation will be disseminated to Approved Centres by iPET Network.

#### 4.7. Support for Centres

iPET Network provides all Approved Centres with on-going support, including:

- The requirements for assessment.
- Standardisation for Assessors and IQAs
- Training for centre admin staff on IT systems and processes
- Centre policies

#### 4.8. Centre Resources and Equipment

Approved Centres offering this qualification have flexibility in how they deliver the practical elements related to this qualification. Centres are **not required to offer both in-person and remote delivery options**; they may select the most appropriate mode for their resources and learner needs.

Regardless of the chosen delivery method, Approved Centres must ensure full compliance with all relevant animal welfare legislation and licensing requirements and provide Learners with adequate opportunities to meet all assessment criteria effectively.

## **Core Species and Equipment Requirements**

Centres/Learners must have access to:

A diverse range of dogs to support practical learning and assessment, including a minimum of:

- At least two different breeds of dog
- Dogs displaying varied behaviours, temperaments, and socialisation levels
- Access to dogs across different ages (puppy, adult, senior) where possible

Essential equipment should include but is not limited to:

- Secure, species-appropriate handling and training areas
- Appropriate enrichment and training tools (toys, leads etc)
- Rewards suitable for positive reinforcement

## **Centres Delivering Face-to-Face / On-Site**

Approved Centres delivering practical sessions on-site must have access to the dogs and equipment listed above.

## **Centres Delivering Remotely**

Where practical activities will take place off-site (e.g. at the Learner's home, workplace, or placement), the Approved Centre must ensure - prior to registration and assessment - that the Learner has access to the required species and equipment at that location.

## 5. Learner Requirements

### 5.1. Entry Requirements

All Learners must meet the following criteria:

1. Minimum Age and Requirements	AND	2. Subject-specific Qualifications	OR	3. Relevant Experience
<p>Learners must possess <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• Minimum age of 18 years</li> <li>• Be capable of working at a Level 5 or above</li> <li>• Be able to complete the assessments for this qualification in English</li> </ul>		<p>Learners must possess the following:</p> <ul style="list-style-type: none"> <li>• Hold a relevant regulated Level 3 (or above) qualification, such as: <ul style="list-style-type: none"> <li>○ iPET Network Level 3 Diploma in Dog Training</li> <li>○ iPET Network Level 4 Diploma in Dog Training and Instruction</li> <li>○ iPET Network Level 3 Diploma in Dog Grooming and Salon Management</li> <li>○ Level 3 in Canine Care, Welfare</li> <li>○ Veterinary nursing</li> </ul> </li> </ul>		<p>Learners must possess the following:</p> <ul style="list-style-type: none"> <li>• Hold a Level 3 (or above) regulated qualification in another subject area</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Have a minimum of 2 years' demonstrable experience in a relevant canine-related industry, such as care, behaviour, welfare, or training</li> </ul>

Approved Centres must recruit Learners with integrity: ensuring they have appropriate experience and ability to achieve the Qualification requirements, work consistently at the required level and demonstrate professional behaviours. All Learners must be screened via robust admission processes to ensure their suitability for the registration on the qualification. Whilst the above criteria form the basis of eligibility, Approved Centres may apply further requirements at their discretion. The admission screening may consist of:

- English and Maths Initial Assessments, such as, BKS
- Skills scan
- Entry assessment/test

- Interview
- Curriculum vitae, to include previous experience, qualifications and achievements
- Academic or employer references

Admissions processes will form part of External Quality Assurance audits.

If Learners are not attending a centre in person for this qualification, the Approved Centre must assess and confirm that the Learner has access to a suitable range of dogs and appropriate facilities to carry out practical elements of the qualification.

## 6. Reasonable Adjustments

Assessment within this qualification is designed to be accessible and inclusive. iPET Network is an inclusive organisation and operates in line with legislation set out in the Equality Act, 2010. It should be noted that any Learner registering for an iPET Network qualification, must be able to meet the assessment criteria, with appropriate reasonable adjustment where required, in order to be certificated.

Those Learners with additional educational or physical needs, should discuss their support requirements with their centre. Centres should refer to iPET Network's ***Reasonable Adjustments and Special Considerations Policy*** which gives clear guidance on the reasonable adjustments and arrangements that take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Further guidance and support can be accessed by contacting iPET Network on  
[info@ipetnetwork.co.uk](mailto:info@ipetnetwork.co.uk)

## 7. Recognition of Prior Learning and Attainment

Recognition of Prior Learning and attainment will be considered for these qualifications.

Depending on the prior learning or attainment a Learner may be exempted from some teaching sessions or even exempted from an assessment or unit.

Centres wishing to obtain further details regarding the process of recognising prior learning and achievement should refer to the iPET Network ***Recognition of Prior Learning and Achievement Policy*** and contact their EQA for further guidance.

## 8. Induction

At the induction of each Learner, the Centre should identify if the Learner has any specific learning or training needs.

Each Centre must carry out an induction so that Learners fully understand the requirements of the qualification, their responsibilities as a Learner, and the responsibilities of the Centre. Centres should manage expectations by outlining their timeframes for responding to communications from Learners, accepted platforms for communication and timeframes for marking. This information will need to be recorded e.g., within a contract.

During the induction, Learners must be made aware of academic malpractice and the consequences of committing malpractice such as plagiarism or cheating. Please see iPET Network's ***Malpractice and Maladministration Policy and Procedure (including sanctions)*** for details of indicative sanctions that iPET Network could take against Learners and Centres.

## 9. Achieving the Qualification

### 9.1. Duration of Registration

All Learners will be registered with iPET Network for a maximum period of 60 months.

Centres should refer to the **Approved Centre Manual** and their **iPET Network Terms and Conditions** for further guidance about re-registration or requesting an extension due to extenuating circumstances.

iPET Network sets a registration period for each qualification. However, the time period for delivery and completion of the qualification is agreed upon between the Approved Centre and the Learner and must not exceed the registration period set by iPET Network. This is a separate contractual agreement which iPET Network is not responsible for, including any associated costs.

### 9.2. Unit Registration

Standalone unit registration is accepted for this qualification. Learners must meet the entry requirements set out in Section 5.1.

### 9.3. Unit Achievement

All assessment criteria in each unit must be met before the unit is deemed to be achieved.

The unit achievement is not graded: units are either achieved or not achieved.

### 9.4. Recording Achievement

Centres must record the Learner's achievement of the unit on an appropriate form(s) or electronic system. Centres should record the Learner's achievement against the specific unit assessment criteria evidenced by the task. Further information can be found in the Assessment Strategy.

### 9.5. Credits

To be awarded this qualification, Learners must achieve 56 credits.

## 10. Qualification Structure

### 10.1. Units

The structure of the qualification is as follows:

iPET Network Reference No.	Title	Level	Credits	GLH	TQT	Unit Regulatory Number
513	<b>Canine Breeding and Development</b>	5	3	8	30	<b>Y/651/8971</b>
514	<b>How Dogs Learn</b>	5	4	8	40	<b>A/651/8972</b>
447	<b>Canine Anatomy, Physiology and Handling Equipment</b>	4	3	8	30	<b>D/651/8973</b>
515	<b>Canine Body Language</b>	5	3	8	30	<b>F/651/8974</b>
448	<b>Practical Dog Training</b>	4	7	21	70	<b>H/651/8975</b>
516	<b>Puppy Training</b>	5	3	8	30	<b>J/651/8976</b>
517	<b>Adolescent Dog Behaviour and Training</b>	5	4	8	40	<b>K/651/8977</b>
518	<b>Rescue and Street Dog Welfare</b>	5	3	8	30	<b>L/651/8978</b>
519	<b>Factors Influencing Canine Behaviour</b>	5	4	8	40	<b>M/651/8979</b>
520	<b>Feeding and Diet-Related Problems</b>	5	3	8	30	<b>Y/651/8980</b>
521	<b>Behavioural Modification</b>	5	10	40	100	<b>A/651/8981</b>
522	<b>Consultation and Behavioural Change Programmes</b>	5	6	21	60	<b>D/651/8982</b>
449	<b>Business Management and Marketing</b>	4	3	8	30	<b>F/651/8983</b>
<b>TOTALS</b>			<b>56</b>	<b>162</b>	<b>560</b>	

## 10.2. Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>
Level 5	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

*(Source: Ofqual, Handbook: General Conditions of Recognition, 2023)*

## 11. Assessment

### 11.1. Assessment Process

The assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the centre or assessments may be devised by the Approved Centre and approved by iPET Network in advance.
2. The assessment is then delivered and implemented by the relevant iPET Network Approved Centre.
3. All Assessors involved in the assessment process must have been approved by iPET Network, on an individual basis, in advance of any assessments being carried out.
4. Compiled portfolios of assessed evidence are internally quality assured by an iPET Network approved Internal Quality Assurer (IQA).
5. Completed portfolios of assessed evidence are then quality assured by an External Quality Assurer (EQA) approved by iPET Network.

### 11.2. Assessment Principles

When developing assessments, Approved Centres must ensure it allows for the following principles of assessment to be met:

- Valid – the assessment/ work is relevant to the assessment criteria and set at the correct level.
- Authentic – the work is the Learner's own
- Reliable – the Learner can perform tasks or recall knowledge consistently over time. The Learner has completed the tasks as confirmed.
- Current - the work has been completed and assessed in a timely manner
- Sufficient – the assessment/ work covers all the assessment criteria of all the Units

### 11.3. Specimen Assessment Materials

Specimen assessment materials are not available for this qualification.

### 11.4. Assessment Method and Strategy

It is a requirement that assessment of this qualification is conducted in English.

When delivering this iPET Network Qualification and the units contained, Approved Centres must provide evidence that their Learners have met the assessment criteria and should include the following assessment method(s):

- Component 1 –**Portfolio of Evidence**: to include Case Studies, Practical Hours Log, Workbook Questions and Reflective Log/Diary Entries
- Component 2 – **Assignments** (set by iPET Network)

### 11.5. Marking

Please refer to ***iPET Network Artificial Intelligence and Protecting the Integrity of Qualifications Policy*** which governs the use of artificial intelligence in assessing any Learner's work.

Please note re-assessments are permitted.

### 11.6. Qualification Grading

This qualification is graded pass or fail.

### 11.7. Appeals

To ensure a fair assessment procedure is carried out, the Learner must be fully briefed on the assessment requirements and given instructions on their right to appeal an assessment decision. All Approved Centres must have an up-to-date appeals procedure.

## 11.8. What Constitutes a Fail?

It is at the Assessor's professional discretion if they confirm achievement or deny achievement to the Learner.

Examples of what may constitute a fail (theory)(list is not exhaustive):

- Plagiarism
- Irrelevant content
- Incomplete knowledge
- Incomplete coverage of an assessment criterion

Examples of what may constitute a fail (practical) (list is not exhaustive):

- Failure to address one or more of the assessment criteria
- Unsafe practice or behaviour
- Practice of behaviour that compromises animal welfare
- Failure to address key safety points and measures
- Poor standard of delivery
- Lack of appropriate equipment
- Excessively long or short duration of assessment

When making an assessment decision it is important that all evidence and feedback is documented to support the assessment decision regardless of the decision.

## 12. Qualification Unit Breakdown

### Unit 513: Canine Breeding and Development

IPN Code	513	Unit aim	This unit aims to provide Learners with a comprehensive understanding of the evolution, domestication, and development of dogs, including breed characteristics, behaviour, and genetics. It also covers the responsibilities of breeders, the influence of breeding practices on welfare and behaviour, and the principles of puppy development, socialisation, and habituation, enabling learners to apply this knowledge to support the health, welfare, and training of dogs.
Reg Code	Y/651/8971		
Level	5		
Credits	3		
GLH	8		
TQT	30		

### Unit 513: Canine Breeding and Development

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the evolution and domestication of dogs	1.1. Explain at least two of the theories of dog evolution 1.2. Discuss the relationship between the human-canine bond and domestication
2. Understand the effect of genetics on health and behaviour	2.1. Evaluate how artificial selection has impacted on modern dog's behaviour and health 2.2. Evaluate the impact of cross breeding and breed trends on dogs and genetic diversity 2.3. Critically analyse the impact of genetics on behaviour
3. Understand the responsibilities and ethics of dog breeding	3.1. Summarise the legal responsibilities of dog breeders 3.2. Critically analyse if breeding is justified 3.3. Evaluate the practitioner's ethical responsibility 3.4. Evaluate the ethical responsibilities of breeders and the consequences of poor breeding practices on behaviour and welfare 3.5. Evaluate the wider consequences of poor breeding practices
4. Understand puppy development and socialisation	4.1. Summarise the stages of puppy development 4.2. Analyse the impact of appropriate and inappropriate socialisation and habituation on dog welfare, behaviour and training

## Unit 513: Canine Breeding and Development

	4.3. Explain the principles of continued socialisation and habituation in adult dogs
	4.4. Describe methods of creating positive interactions with family members both human and non-human

## Unit 514: How Dogs Learn

IPN Code	514	Unit aim	This unit aims to provide Learners with an understanding of the key learning theories that underpin canine behaviour and training, including classical and operant conditioning, social learning, habituation, reinforcement, punishment, and extinction. Learners will explore how these theories can be applied in practical settings to modify behaviour effectively and ethically. It explores the roles of play, exercise, and environmental factors in shaping behaviour and managing stress, enabling Learners to apply evidence-based strategies to promote positive welfare.
Reg Code	A/651/8972		
Level	5		
Credits	4		
GLH	8		
TQT	40		

## Unit 514: How Dogs Learn

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand learning theories</b>	1.1. Summarise different learning theories and mechanisms of learning 1.2. Discuss ways in which dogs learn to habituate from others
<b>2. Understand how to apply learning theories in practice</b>	2.1. Analyse how learning theories are used in behaviour change and training 2.2. Evaluate techniques for implementing an extinction schedule 2.3. Evaluate the problems inherent in reinforcement and punishment 2.4. Describe types of differential reinforcement schedules and how they might be applied in practice
<b>3. Understand the importance of play and exercise in dogs</b>	3.1. Explain the importance of appropriate play for dogs 3.2. Evaluate the impact of different types of play on dog behaviour 3.3. Discuss the importance of appropriate exercise for dogs 3.4. Evaluate the interventions that can be implemented to ensure effective exercise and play for dogs
<b>4. Understand environmental influences on stress in dogs</b>	4.1. Discuss the main causes of stress and anxiety in dogs 4.2. Describe the physiological response to stressors in dogs 4.3. Compare and contrast strategies to reduce stress and anxiety in dogs

## Unit 447: Canine Anatomy, Physiology and Handling Equipment

IPN Code	447	Unit aim	This unit aims to provide Learners with an understanding of the fundamental anatomy and physiology of dogs, including the structure and function of key body systems and the physiological mechanisms involved in stress responses. Learners will explore how handling techniques and equipment can influence both the physical and emotional wellbeing of dogs.
Reg Code	D/651/8973		
Level	4		
Credits	3		
GLH	8		
TQT	30		

## Unit 447: Canine Anatomy, Physiology and Handling Equipment

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the basic functional anatomy of dogs	1.1. Outline the points of the dog 1.2. Explain the gross anatomy of the vertebrate nervous system 1.3. Outline the anatomy of the endocrine system
2. Understand the physiology of the stress response	2.1. Explain the acute stress response 2.2. Explain the chronic response to stress 2.3. Discuss factors that affect the stress response in individual dogs
3. Understand the use of a range of dog handling equipment	3.1. Describe a range of equipment and how each item is used in dog handling 3.2. Evaluate items of equipment used in dog handling
4. Understand the physiological and psychological impact of handling equipment on dogs	4.1. Discuss the possible physical impacts of equipment on dogs 4.2. Describe the possible emotional impact of equipment on dogs 4.3. Explain the impact of incorrect use of equipment

## Unit 515: Canine Body Language

IPN Code	515	Unit aim	This unit aims to equip Learners with the knowledge and skills to interpret and respond to canine communication and body language effectively. Learners will explore the diverse methods dogs use to communicate, including emotional cues and motivational biases, and context-dependent signals. The unit develops the ability to recognise and assess behavioural and emotional states, understand escalation and appeasement signals, and apply this understanding to modify environments and interactions. Learners will also be able to communicate observations professionally, supporting welfare-focused practice and safe, effective interactions with dogs.
Reg Code	F/651/8974		
Level	5		
Credits	3		
GLH	8		
TQT	30		

## Unit 515: Canine Body Language

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand the methods by which dogs communicate</b>	1.1. Explain a range of methods dogs use to communicate 1.2. Describe ways a dog may communicate different emotional states 1.3. Discuss the importance of considering the whole context when interpreting canine body language 1.4. Analyse how motivational biases impact on dogs' perception, social behaviours and communication
<b>2. Understand the importance of reading canine body language</b>	2.1. Discuss how dog behaviour can escalate 2.2. Explain why the stages of Ladder of Communication may not be followed 2.3. Discuss the use of appeasement or 'calming' signals 2.4. Assess the how dogs use meta-signals in play
<b>3. Be able to recognise the behavioural states of dogs</b>	3.1. Assess the emotional and behavioural states of dogs from their body language 3.2. Demonstrate how to modify the environment and own actions to accommodate a range of emotional states 3.3. Communicate observations on dog body language in a professional manner

## Unit 448: Practical Dog Training

IPN Code	448	Unit aim	This unit aims to provide Learners with a thorough understanding of the principles, terminology, and techniques used in dog training, including classical and operant conditioning, reinforcement strategies, and the use of motivators, rewards, and clickers. Learners will develop the skills to assess individual dogs, create personalised training plans, implement effective training sessions, and evaluate the impact of their work. The unit also emphasises the promotion of dog welfare throughout training, enabling Learners to apply evidence-based, ethical, and welfare-centred approaches to training.
Reg Code	H/651/8975		
Level	4		
Credits	7		
GLH	21		
TQT	70		

## Unit 448: Practical Dog Training

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand training terminology</b>	1.1. Explain key terminology for the training of dogs
<b>2. Understand classical and operant conditioning</b>	2.1. Explain the principles of classical conditioning 2.2. Explain the principles of operant conditioning
<b>3. Understand reinforcers, motivators, clickers and their application in dog training</b>	3.1. Summarise the rewards, motivators and reinforcers used in dog training 3.2. Explain the importance of motivators in maintaining a dog's engagement and willingness to learn 3.3. Create a reinforcement hierarchy 3.4. Describe different schedules of reinforcement 3.5. Evaluate the effectiveness of different schedules of reinforcement in shaping and maintaining desired behaviours in dogs 3.6. Evaluate the use of clickers and markers in dog training
<b>4. Understand the welfare considerations in the management and training of dogs</b>	4.1. Discuss the welfare considerations applicable to training dogs 4.2. Explain how to promote the welfare of the dog throughout consultation and training
<b>5. Be able to assess dogs for training</b>	5.1. Demonstrate how you would assess a dog to determine their behavioural tendencies and specific training needs

## Unit 448: Practical Dog Training

	5.2. Create a personalised training plan for a dog
<b>6. Be able to use suitable techniques to train new behaviours in dogs</b>	6.1. Demonstrate suitable techniques to train a new behaviour 6.2. Demonstrate a training session using a clicker or marker 6.3. Demonstrate training core exercises using different training methods
<b>7. Be able to assess the impact of their work and identify areas for development</b>	7.1. Reflect on practical experiences to improve training and adapt techniques to optimise results

## Unit 516: Puppy Training

IPN Code	516	Unit aim	This unit aims to equip Learners with an understanding of how to care for, train, and manage puppies effectively. It covers the use of crates and toilet training methods, settling a puppy into a new home, creating comprehensive care plans, and teaching basic training exercises. Learners will also explore strategies to prevent and address common unwanted behaviours and evaluate the benefits and best practices of puppy classes and play groups.
Reg Code	J/651/8976		
Level	5		
Credits	3		
GLH	8		
TQT	30		

## Unit 516: Puppy Training

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand the appropriate use of crates and toilet training methods for puppies</b>	1.1. Explain the appropriate use of crates and pens for the well-being of puppies 1.2. Evaluate toilet training methods, considering their suitability in different environments
<b>2. Understand correctly settling a puppy into a new home</b>	2.1. Describe the best methods of settling a puppy into a new home
<b>3. Understand comprehensive puppy care</b>	3.1. Create a detailed care plan for a puppy in their new home 3.2. Explain the importance of each aspect of puppy care and how it contributes to the overall health and development of the puppy
<b>4. Understand puppy training and exercises</b>	4.1. Explain how you would teach a new puppy guardian to train their puppy to complete basic training exercises 4.2. Assess the effectiveness of different training techniques and how they can be adapted to suit the individual needs of puppies
<b>5. Understand common unwanted behaviours in puppies, their prevention and solutions</b>	5.1. Describe common unwanted behaviours in puppies 5.2. Explain solutions and preventative measures to mitigate unwanted behaviours in puppies
<b>6. Understand the benefits and drawbacks of puppy classes and play groups</b>	6.1. Evaluate puppy classes and puppy play groups 6.2. Describe best practices for a puppy class and a play group

## Unit 517: Adolescent Dog Behaviour and Training

IPN Code	517	Unit aim	This unit aims to equip Learners with the knowledge, understanding and skills required to observe, and manage adolescent dogs. Learners will explore the physiological and behavioural changes that occur during adolescence, critically evaluate the effects of neutering, and develop observational and data collection skills through ethogram studies. The unit also focuses on addressing common training challenges, including recall and loose-lead walking, and on promoting positive social interactions and effective environmental management to support the welfare and development of adolescent dogs.
Reg Code	K/651/8977		
Level	5		
Credits	4		
GLH	8		
TQT	40		

## Unit 517: Adolescent Dog Behaviour and Training

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand sexual maturity in dogs and how it impacts behaviour</b>	1.1. Describe the physiological changes that occur during the sexual maturity of dogs 1.2. Explain how physiological changes impact on the temperament and behaviour of dogs 1.3. Critically analyse neutering of adolescent dogs, considering the potential long-term effects on health and behaviour 1.4. Describe what observation and data collection methods could be used to document and interpret behavioural in dogs reaching sexual maturity
<b>2. Be able to study an adolescent dog</b>	2.1. Design an ethogram study of an adolescent dog aged 6-18 months 2.2. Observe and document an adolescent dog's interactions 2.3. Analyse the study to set goals and present findings
<b>3. Understand how to address training problems in adolescent dogs</b>	3.1. Explain the importance of consistency, persistence, and repetition in training adolescent dogs 3.2. Compare and contrast recall training methods 3.3. Compare and contrast two different methods for training an adolescent dog to walk on a loose lead
<b>4. Understand social interactions and</b>	4.1. Discuss strategies for ensuring positive and appropriate interactions for an adolescent dog

## Unit 517: Adolescent Dog Behaviour and Training

**environmental  
management for  
adolescent dogs**

4.2. Explain techniques for managing the presence of visitors in the home

## Unit 518: Rescue and Street Dog Welfare

IPN Code	518	Unit aim	This unit aims to provide Learners with an understanding of the needs, welfare, and management of dogs in rescue and street environments. It covers assessing and meeting the physical, behavioural, and emotional needs of dogs entering rescue centres, recognising barriers to care, and understanding ethical and practical considerations in rehoming. Learners will also explore the lives and welfare challenges of street dogs and develop the knowledge to work effectively with rescue and ex-street dogs.
Reg Code	L/651/8978		
Level	5		
Credits	3		
GLH	8		
TQT	30		

## Unit 518: Rescue and Street Dog Welfare

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand the needs of rescue dogs</b>	1.1. Discuss the needs of dogs entering rescue centres 1.2. Explain how the needs of dogs in rescue centres can be met 1.3. Outline the barriers to meeting the needs of dogs in a rescue scenario
<b>2. Understand the processes of rehoming rescue dogs</b>	2.1. Analyse the ethical issues associated with rehoming dogs 2.2. Explain the practicalities associated with rehoming dogs 2.3. Evaluate a range of options for dogs entering rescue
<b>3. Understand the lives of street dogs</b>	3.1. Describe the different relationships between street dogs and people in the community 3.2. Discuss the welfare issues of dogs living on the streets 3.3. Summarise the impact of human interactions with street dogs in a particular context
<b>4. Understand the issues and best practices of integrating street dogs into new homes</b>	4.1. Discuss the welfare considerations of relocating street dogs 4.2. Analyse the welfare concerns of relocated dogs 4.3. Explain ways of managing typical behaviour concerns in ex street dogs

## Unit 519: Factors Influencing Canine Behaviour

IPN Code	519	Unit aim	This unit aims to provide Learners with an understanding of the factors influencing canine behaviour, including signs of ill health, internal biological influences, and external environmental impacts. Learners will explore how health issues and individual biological or experiential factors can affect behaviour, recognise when veterinary referral is necessary, and evaluate how welfare and environmental conditions contribute to the development of behavioural issues.
Reg Code	M/651/8979		
Level	5		
Credits	4		
GLH	8		
TQT	40		

## Unit 519: Factors Influencing Canine Behaviour

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the common signs of ill health which influence behaviour	1.1. Discuss signs that may be indicative of pain in dogs 1.2. Explain signs indicative of a range of health issues that affect behaviour in dogs 1.3. Justify when a veterinary referral is required
2. Understand how internal biological factors influence behaviour	2.1. Discuss how a dog's individual biological factors can affect their behaviour 2.2. Discuss how a dog's previous experiences can influence their behaviour
3. Understand how the external environment can influence behavioural issues	3.1. Evaluate the impact of the external environment on behaviour 3.2. Describe how poor welfare can influence the development of behavioural issues

## Unit 520: Feeding and Diet-Related Problems

IPN Code	520	Unit aim	This unit aims to provide Learners with an understanding of how diet influences canine behaviour, with a focus on the veterinary referral, diagnosis and treatment of diet-related and ingestive behaviour problems. Learners will explore the impact of dietary ingredients, natural diets, and food allergies, and develop knowledge of how food can be used effectively in training and enrichment to support welfare and positive behavioural outcomes.
Reg Code	Y/651/8980		
Level	5		
Credits	3		
GLH	8		
TQT	30		

## Unit 520: Feeding and Diet-Related Problems

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand the impact of diet and the gut microbiome on canine behaviour</b>	1.1. Discuss how dietary ingredients can affect behaviour 1.2. Explain what is meant by 'a natural diet' for dogs 1.3. Explain how common food allergies or intolerances can affect behaviour 1.4. Explain what the gut microbiome is and its influence on behaviour 1.5. Outline a range of factors which can affect the composition of the microbiome 1.6. Explain ways to improve the variety of the microbiome diversity in the dog
<b>2. Understand diagnosis and treatment of diet-related behaviours problems</b>	2.1. Explain how to diagnose a diet-related behaviour problem 2.2. Outline treatment of a diet-related behaviour problem
<b>3. Understand ingestive behaviour problems</b>	3.1. Explain ingestive related behaviour problems 3.2. Discuss treatments of different ingestive behaviour problems
<b>4. Understand the use of food in the modification of behaviour</b>	4.1. Evaluate the use of food-based enrichment 4.2. Explain how food can be used in training

## Unit 521: Behavioural Modification

IPN Code	xxxx	Unit aim	This unit aims to provide Learners with an in-depth understanding of the causes, assessment, and behaviour management of common unwanted behaviours and behavioural disorders, problems, including aggression towards dogs and people, separation-related behaviours, fears and phobias. Learners will explore evidence-based behaviour modification strategies, the use of psychopharmaceutical and complementary therapies, and the ethical and practical considerations associated with interventions.
Reg Code	A/651/8981		
Level	5		
Credits	10		
GLH	40		
TQT	100		

## Unit 521: Behavioural Modification

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand the causes and behaviour management of dog-on-dog aggressive behaviours</b>	1.1. Describe possible causes of dog-on-dog aggression 1.2. Evaluate methods of modifying dog-on-dog aggressive behaviour
<b>2. Understand causes and behaviour management of dog-on-person aggressive behaviours</b>	2.1. Describe different causes of aggression towards people 2.2. Discuss ways of reducing the risk of aggressive behaviours directed at people 2.3. Discuss ways of modifying aggressive behaviour towards people
<b>3. Understand the causes and behaviour management of separation-related behaviours in dogs</b>	3.1. Discuss the causes of separation-related behaviours 3.2. Assess the impact of separation-related behaviours on dog caregivers 3.3. Explain the behaviour management techniques for separation-related behaviours
<b>4. Understand the causes and behaviour management of fears and phobias in dogs</b>	4.1. Discuss causes of fears and phobias in dogs 4.2. Describe techniques for managing and modifying fears and phobias
<b>5. Understand the use of psychopharmaceutical medications</b>	5.1. Explain the mode of action of the major classes of psychopharmaceutical medications 5.2. Discuss the application of psychopharmaceutical medications 5.3. Evaluate issues concerning the safety, efficacy and reliability of prescribed therapies or products

## Unit 521: Behavioural Modification

<b>6. Understand the use of complementary or non-prescription therapies</b>	6.1. Evaluate a range of complementary and non-prescription therapies or products
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## Unit 522: Consultation and Behavioural Change Programmes

IPN Code	522	Unit aim	This unit aims to develop Learners' knowledge, understanding and skills in preparing for, conducting, and evaluating behavioural consultations with dogs. It covers pre-visit preparations, health and safety, disease prevention, and the completion of risk assessments. Learners will gain an understanding of effective client communication, evidence gathering, and the development of behaviour change programmes. The unit also explores the implementation and evaluation of behaviour modification plans and highlights the importance of professional collaboration, ethical practice, and referral within the canine behaviour sector.
Reg Code	D/651/8982		
Level	5		
Credits	6		
GLH	21		
TQT	60		

## Unit 522: Consultation and Behavioural Change Programmes

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of preparation and risk assessments prior to a behavioural consultation	1.1. Describe appropriate pre-visit preparations 1.2. Explain a range of health and safety precautions 1.3. Explain the importance of disease prevention in a training and consultation environment 1.4. Explain the importance of risk assessments
2. Be able to create documents for a behavioural consultation	2.1. Create a pre-consultation questionnaire
3. Understand the principles of gathering information from clients during a behavioural consultation	3.1. Explain how to take a behavioural timeline 3.2. Evaluate effective communication skills for communicating with clients during a consultation 3.3. Explain how to resolve issues relating to client understanding 3.4. Discuss potential issues with the quality of the evidence and how to remedy deficiencies
4. Understand the process of developing a behaviour modification plan	4.1. Describe the ways of making assessments and carrying out temperament testing 4.2. Explain what a behaviour modification plan should include  5.1. Explain how to implement a structured behaviour modification plan

## Unit 522: Consultation and Behavioural Change Programmes

<b>5. Understand how to implement a behaviour modification plan</b>	5.2. Complete a risk assessment 5.3. Evaluate your implementation plan based on feedback
<b>6. Understand professional collaboration and referral in the canine sector</b>	6.1. Explain the different job roles and organisations within the canine sector 6.2. Describe the way that behaviourists and veterinary surgeons collaborate 6.3. Evaluate when it may be necessary to refer to another professional

## Unit 449: Business Management and Marketing

IPN Code	449	Unit aim	This unit aims to provide Learners with the knowledge and understanding required to establish and manage a professional canine behaviour business. Learners will explore different types of business ownership, marketing and pricing strategies, insurance requirements, and relevant legislation, enabling them to operate effectively and ethically. The unit also develops Learners' ability to create a comprehensive business plan and emphasises the importance of maintaining current knowledge and professional practice to ensure high standards of service delivery in canine behaviour management.
Reg Code	F/651/8983		
Level	4		
Credits	3		
GLH	8		
TQT	30		

## Unit 449: Business Management and Marketing

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand business ownership types</b>	1.1. Evaluate different types of business ownership
<b>2. Understand the principles of marketing and pricing for a canine behaviour practitioner</b>	2.1. Evaluate different advertising and marketing options 2.2. Create a marketing strategy for a canine behaviour practitioner 2.3. Create a pricing strategy for a canine behaviour and training business
<b>3. Understand the insurance requirements for canine behaviour practitioners</b>	3.1. Outline the types of insurance required as a canine behaviour practitioner 3.2. Discuss the importance of having the correct insurance
<b>4. Understand the relevant legislation that relates to the role of a canine behaviour practitioner</b>	4.1. Summarise legislation relating to the role of a canine behaviour practitioner 4.2. Summarise ethical frameworks and Codes of Practice relating to welfare, ownership and use of animals 4.3. Evaluate the impact of legislation on guardians, dogs and canine behaviour practitioners
<b>5. Create a business plan for a canine behaviour business</b>	5.1. Create a business plan for a canine behaviour business
<b>6. Understand the importance of maintaining up to date knowledge and practice</b>	6.1. Describe how and why to keep knowledge and practice up to date

## Assessment information

All Assessment Criteria must be evidenced. For guidance on assessment, including principles of assessment and methods which may be used, Centres should consult the 'Assessment' section of the iPET Network Qualification Handbook and relevant policies.

<b>Sector Subject Area (SSA)</b>	<b>Date from which qualification will be available for learners</b>	<b>Qualification review date</b>
3.3	23/01/2026	23/01/2029

## 13. Suggested Learning Resources

A range of textbooks, journals, digital resources, professional bodies, and practical tools may support learners in achieving this qualification. These resources are recommended only and are correct at the time of publication.

Educators are encouraged to select resources appropriate to Learners' prior knowledge and learning contexts, and Learners should engage with a combination of materials to fully develop the competencies outlined in this qualification. Centres and Learners should verify currency, editions, and relevance to ensure alignment with current best practice and industry standards.

### Literature

Aloff, B. (2018). *Canine Body Language: A Photographic Guide*. United States: Dogwise Publishing.

Bowen, J. & Heath, S. (2005). *Behaviour Problems in Small Animals*. Elsevier Saunders.

Bradshaw, J. (2012). In Defence of Dogs: Why Dogs Need Our Understanding. Penguin.

Case, L. P., Daristotle, L., Hayek, M. G., & Raasch, M. F. (2011). *Canine and feline nutrition: A resource for companion animal professionals* (3rd ed.). Elsevier.

Casey, R. et al. (2022) *Companion Animal Behaviour Problems*. CAB International.

De Martin-Price, M. (2019). *Treating separation anxiety in dogs*. Bark & Beyond Publishing.

Donaldson, J. (2002). *Mine! A practical guide to resource guarding in dogs*. Dogwise Publishing.

Hall, N. J., & Wynne, C. D. L. (2021). *The Canine Mind: Connecting Cognition, Emotion, and Behaviour*. Princeton University Press.

Horwitz, D. F., & Mills, D. S. (Eds.). (2009). *BSAVA manual of canine and feline behavioural medicine* (2nd ed.). BSAVA.

Landsberg, G. M., Ackerman, L. & Radosta, L. (2024). *Behavior Problems of the Dog and Cat* (4<sup>th</sup> ed.). Saunders Elsevier.

Lindsay, S. R. (2000–2005). *Handbook of Applied Dog Behavior and Training* (Volumes 1–3). Wiley-Blackwell.

Miklósi, Á. (2007). *Dog Behaviour, Evolution, and Cognition*. Oxford University Press.

Rugaas, T. (2005). *On Talking Terms with Dogs: Calming Signals*. United States: Dogwise Publishing.

Serpell, J. (2017). *The Domestic Dog: Its Evolution, Behaviour and Interactions with People*. Cambridge University Press.

## Journals

*Applied Animal Behaviour Science*

*Journal of Veterinary Behavior: Clinical Applications and Research*

*Open Access Journal – Animals* <https://www.mdpi.com/journal/animals>

## Websites

Animal Behaviour and Training Council (ABTC). (2021). *Professional standards framework*. <https://abtc.org.uk>

FEDIAF (European Pet Food Industry Federation). (2023). *Nutritional guidelines for dogs and cats*. Brussels, Belgium: FEDIAF. <https://fediaf.org>

International Association of Animal Behavior Consultants (IAABC). (not dated) <https://www.iaabc.org>

Pet Food Manufacturers' Association (PFMA). (2023). *Nutritional guidelines for dogs*. <https://www.pfma.org.uk>

## 14. Supporting Documents

The following documents contain essential information for Approved Centres delivering iPET Network qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk), the web portal or SharePoint.

- iPET Network Approved Centre Manual
- iPET Network Quality Assurance Requirements
- Malpractice and Maladministration Policy and Procedure (including Sanctions)

### Version Control

Date of Amendment	Version Number	Amendments
19/01/2026	1.0	First release of document