



iPET Network
Level 3 Award for Educators
in the Canine and Feline
Sector
Qualification Number - 603/6908/5
Qualification Specification



iPET Network

LED BY INDUSTRY EXPERTS.

DRIVEN BY PASSION.

BOUND 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 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 Training Providers 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 are 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 Training Providers 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 Training Providers 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, taking advantage of becoming a direct approved Training Provider. 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 Training Providers offer the best standard of education and to inspire the future generation of the industry. We believe in removing learning barriers and working with Candidates of all abilities to help them reach their full potential.

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1. About this qualification

The iPET Network Level 3 Award for Educators in the Canine and Feline Sector qualification is designed to give you the skills, knowledge and behaviours to become an effective Educator, to inspire others and create a successful learning environment. This qualification is designed for individuals who would like to start teaching or for those who are already teaching but need a nationally recognised qualification for their career development.

The course covers three mandatory units and is a formatted balance of theoretical and practical learning to ensure that vocational skills lead the study with underpinned knowledge embedded throughout. The materials and learning are designed to give clear guidance on how to meet each specific criteria.

In addition to completing the written assessments you are also required to deliver a 15-minute micro teach lesson. This qualification has been designed by industry experts and covers the teaching skills required to become a successful Educator in the Canine and Feline sector.

Objectives of the qualification

This qualification is aimed to lead Candidates into being able to deliver effective teaching, gain in-depth knowledge and demonstrate professional behaviours to engage and inspire learners working within the Canine and Feline industry sector.

The qualification structure:

- The role of an Educator within the Canine and Feline learning environment
- Planning for inclusive learning and assessment within a Canine and Feline learning environment
- Facilitate and deliver effective teaching to meet the needs of learners within a Canine and Feline environment

This qualification has been designed to enable Candidates to:

- Understand the role of an Educator
- How to create effective learning sessions with clear objectives
- Value needs of learners and understanding barriers to learning
- Effective methods of assessments
- How to create a safe learning environment
- Be able to select and use appropriate reflection models

Suggested progression following completion of the qualification.

- Certificate in Education and Training
- Level 3 Mentoring and Coaching Award
- TAQA suite of awards
- Diploma in Education and Training

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

The iPET Network Level 3 Award for Educators in the Canine and Feline Sector is a regulated qualification.

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 Candidate 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.

Estimated GLH will be stated for each unit which should be used by Training Providers as a guide for devising teaching and learning plans. GLH may be recorded within the e-portfolio (if being used) or within the Candidate Hours Log (if the e-portfolio is not used).

Total Qualification Time (TQT)

Total qualification time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Candidate 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 Candidates 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 for this qualification are:

iPET Network Level 3 Award for Educators in the Canine and Feline Sector

GLH (Guided Learning Hours): 30 hours

TQT (Total Qualification Time): 60 hours

Qualification Delivery Requirements

The microteach assessment must be conducted face-to-face and in-person.

The remainder of this qualification may be delivered as the Training Provider sees fit, ensuring that Guided Learning Hours requirements are met. As part of the application to deliver, Training Providers must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the estimated GLH and TQT.

2. Candidate requirements

Entry requirements

There are no other entry requirements.

Minimum age

The minimum age for access to this qualification is 18 years.

Training Providers ought to satisfy themselves that Candidates have a level of maturity appropriate for units included in the courses that they offer. If in doubt, please contact iPET Network for advice.

Reasonable Adjustment and Special Considerations

Assessment within the iPET Network Level 3 Award for Educators in the Canine and Feline Sector training is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of Candidates.

If you have Candidates with identified learning needs you should refer to the Reasonable Adjustment and Special Considerations Policy, available from iPET Network. This 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 at iPET Network.

3. Recognition of Prior Learning (RPL)

Exemption (also known as 'Recognition of Prior Certificated Learning) - is the facility for a Candidate to claim exemption from some of the achievement requirements of an iPET Network qualification using certificated evidence, for example certificated NQF achievement. This must be of an equivalent or higher value to an iPET Network unit but may not share the exact assessment criteria or learning aims.

Training Providers wishing to obtain further details regarding awarding of RPL should refer to the iPET Network **Recognition of Prior Learning Policy**.

4. Induction / Initial assessment

An initial assessment of each Candidate should be made before the start of their programme to identify:

- If the Candidate has any specific learning or training needs,
- Support and guidance, they may need when working towards their qualification,
- The appropriate type and level of qualification.

Each Training Provider must carry out an induction so that Candidates fully understand the requirements of the qualification, their responsibilities as a Candidate, and the responsibilities of the Training Provider. This information will need to be recorded e.g. contract.

5. Achieving the qualification

Credits

To be awarded the iPET Network Level 3 Award for Educators in the Canine and Feline Sector, Candidates must achieve 6 credits.

Unit achievement

All of the assessment criteria in a unit must be met before the unit is deemed to be achieved. The unit achievement is not graded: units are either pass or fail.

Recording achievement

Training Providers must record the Candidates achievement of each unit on an appropriate form(s) or electronic system. Training Providers should record the Candidates achievement against the specific unit assessment criteria evidenced by the task.

Authentication of the Candidates work

Tutors must demonstrate that the Candidates work is authentic. This can be done through using iPET Network's E-portfolio system which provides secure access to each Candidate or an alternative E-portfolio system. If a Training Provider is using paper portfolio, then they must demonstrate authentic work and transparent feedback from marking to internal quality assurance.

Assessments must demonstrate authenticity please refer to assessment methods in this qualification handbook.

Duration of registration

All Candidates will be registered with iPET Network for a period of 6 months. Failure of the Candidate to complete the qualification during this timeframe will incur an additional charge for re-registration. Please refer to your **Terms and Conditions** for further details. Extension to registration may be obtained with written permission under specific extenuating circumstances. Please contact iPET Network for advice regarding extensions to registration.

6. Qualification structure

Units

iPET Network Reference No.	Title	Level	Credit	GLH	TQT	Unit Reference number
313	The role of an Educator within the Canine and Feline learning environment	3	2	10	20	Y/618/5718
314	Planning for inclusive learning and assessment within a Canine and Feline learning environment	3	2	10	20	D/618/5719
315	Facilitate and deliver effective teaching to meet the needs of learners within a Canine and Feline environment	3	2	10	20	R/618/5720

Level descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 3	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. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	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. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

7. Assessment

This qualification requires achievement of the specified units and summative assessments. The assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the Training Provider or assessments may be devised by the Training Provider and approved by iPET Network in advance
2. The assessment is then delivered and implemented by the relevant iPET Network approved Training Provider

3. All Tutors 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) via remote sampling.
5. Completed portfolios of assessed evidence are then quality assured by an External Quality Assurer (EQA) approved by iPET Network.

Assessment method

Assessment is through a Portfolio of Evidence/Workbook and Micro Teach.

Specimen Assessment Materials

Specimen assessment materials are not available for this qualification.

Marking

These assessments are pass or fail and the Assessor's decision is final. The use of artificial intelligence to mark any candidate's work is strictly prohibited.

*Please note re-assessments are permitted.

Qualification Grading

This qualification is graded pass or fail and the assessor decision is final.

Appeals

To ensure a fair assessment procedure is carried out the Candidate must be fully briefed on the assessment requirements and given the instructions on their rights to appeal. All Training Providers must have an up to date appeals procedure.

What constitutes a fail?

It is essential that all assessment criteria is met. The workbooks should be used to identify Candidates areas of knowledge. Only those questions which a Candidate has answered incorrectly or insufficiently need be attempted again.

The micro-teach can be attempted again but time in between maybe given for reflection and development. It is at the Tutor's professional discretion if they pass or fail the Candidate. Below is a guide of examples on what would constitute a fail during a micro teach assessment:

- Inappropriate handling of any canine or feline used
- A lack of overall planning for micro teach
- Excessive time for the micro teach
- Limited engagement with the group
- Personal safety jeopardy

Please note this list is not exhaustive.

When making an assessment decision it is important that all evidence and feedback is documented to support the assessment decision whether it is a pass or fail. If the decision is a fail, then the Candidate must be provided with support and the opportunity to re-sit the assessment once they are ready.

8. Offering the Qualification

Training Providers wishing to deliver this qualification will need to demonstrate the ability to adhere to quality assurance and assessment regulations.

All procedures for the use of this qualification or units of this qualification, including approval, registration of Candidates, quality assurance process and certification will be completed through iPET Network, who will have an allocated member of the Quality Team to support the Training Provider. Any queries or difficulties should be directed to the allocated Team member or if they are not available, via the iPET Network office on 0800 433 4700.

Approval to offer the qualification

Training Providers wishing to offer this qualification must note the requirements stipulated in Appendix A.

To offer this qualification, potential Training Providers must apply for Training Provider approval with iPET Network. Applications can be made via email info@ipetnetwork.co.uk or by calling 0800 433 4700.

In addition, to gain approval to offer the qualification, Training Providers must apply by submitting an iPET Network **Qualification Approval Form** which can be downloaded from the website.

For more information, visit our website www.ipetnetwork.co.uk.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards.

Standardisation:

- Establishes statements on the standard of evidence required to meet the assessment criteria for the units in iPET Network Qualifications
- Makes recommendations on assessment practice
- Produces advice and guidance for the assessment of units
- Identifies good practice in assessment.

It is a requirement of the Training Provider approval process that each Training Provider offering units from iPET Network qualifications must provide assessment materials and Candidate evidence for standardisation if requested.

iPET Network will notify Training Providers of the required sample(s) for standardisation purposes. Assessment materials, Candidate evidence and Tutor feedback must be sent to iPET Network by Training Providers.

Outcomes from standardisation will be available to Training Providers through iPET Network.

Support for Training Providers

iPET Network provides all Training Providers with on-going support and advice on the use of iPET Network units and qualifications, including the requirements for assessment.

If Training Providers who are approved to offer iPET Network units and qualifications have obtained a UKPRN (UK Provider Reference Number) from the UKRLP (UK Register of Learning Providers), this will be used as the Training Provider's reference number. If a Training Provider has not obtained a UKPRN they will be issued with a unique iPET Network Training Provider number.

Information about obtaining a Unique Learner Number (ULN) on behalf of the Candidates is included in the ***iPET Network Training Provider Manual***.

Training Provider responsibilities

Each Training Provider should identify a named contact person who will be responsible for any iPET Network provision within the Training Provider organisation.

The Training Provider contact must ensure all procedures relating to the delivery of the qualification operate effectively in the centre.

The Training Provider contact is the person responsible for confirming and ensuring that the Training Provider meets all the iPET Network requirements for Training Provider recognition.

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

9. Requirements to offer this qualification

To offer this qualification, Training Providers must ensure that Tutors delivering this qualification have one of the following recognised professional qualifications to demonstrate teaching experience:

hold a teaching certificate (examples detailed below);

- the iPET Network Level 3 Award for Educators in the Canine or Feline Sector; or
- the Level 3 Award in Education and Training; or
- the Level 4 Certificate in Education and Training; or
- Level 3 or 4 PTLLS (or equivalent).

Training Providers 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 Teaching

- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

or

Gold package registrations are used with iPET Network (*Refer to Training Provider Fees*)

10. Qualification Unit Breakdown and Assessor Guidance



Unit title:	The Role of an Educator within the Canine and Feline Learning Environment
Level:	3
Credit value:	2
GLH:	10
TQT:	20
Unit code:	313
Unit reference number:	Y/618/5718
Unit aim:	The aim of this unit is to provide the knowledge, understanding and skills of an educator within the Canine and Feline teaching environment. Key learning on the teaching cycle, how to create an inclusive and safe learning environment for learners and how ground rules develop equality. You will understand how to assess the boundaries of an educator and how to reduce barriers to learning. What the key legislation linked to learners and animals are and the additional support required to manage learning effectively.
Number of learning outcomes	4

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand your role in supporting adults in a learning environment	1.1. Identify and explain the key elements to the role as an educator.
	1.2. Explain how the educator's roles can be applied within a canine and learning environment.
	1.3. Explain different approaches to motivate people in a learning environment.
	1.4. Describe how transferable skills can be embedded in vocational learning.
	1.5. Identify and describe the educator's responsibilities for canine and feline welfare before, during and after assessments.
2. Value the needs of learners and identify methods to meet these within a feline and canine learning environment	2.1. Identify how learning difficulties impact learning and methods to support and create an inclusive environment.
	2.2. Explain how learner's needs affect working with canine and felines in a learning environment.
3. Review how equality is linked to both learners and animals within the learning environment.	3.1. How to promote respect and equality for learners and animals within a learning environment.
	3.2. Identify relevant legislations linked to learning and animal welfare
	3.3. Establish ground rules in a learning environment and how this links to maintaining equality and animal welfare.
4. Reflect on barriers and boundaries of the Educator with learners, other professionals and animals in a learning environment.	4.1. Identify potential learning barriers and how these can be managed.
	4.2. Identify boundaries for educators and how these can be managed with learners and in a canine and feline environment.

Unit title:	Planning for inclusive learning and assessment within a Canine and Feline learning environment
Level:	3
Credit value:	2
GLH:	10
TQT:	20
Unit code:	314
Unit reference number:	D/618/5719
Unit aim:	The aim of this unit is to provide the knowledge, understanding and skills of an educator within the Canine Feline teaching environment. Key learning will be on reflective practice and how this will help develop the educator to delivery effective teaching and learning. This unit will also develop knowledge when adaptions to learning need to be made and the reasons for these. The unit will also review what a risk is; risk management how and lessons learnt will support the educator when dealing with the canine and feline learning environment and a range of learners.
Number of learning outcomes	3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Analyse methods of assessment used with learners within a canine and feline environment.	1.1. Identify what an Aim, Objective and Learning outcome is and how they are interpreted by an educator.
	1.2. Identify and describe assessment methods and how they are used.
	1.3. Explain how to give constructive feedback.
2. Identify and review ways to develop a safe and inclusive canine and feline learning environment	2.1. Explain how the educator could adapt learning for different needs of the learner and the canine / feline.
	2.2. Clarify and list how learning needs can be adapted when using different resources with learners and animals in a canine and feline environment.
	2.3. Identify how to safeguard learners and animals participating in learning.
	2.4 Identify risks that may occur with both learners and animals and how these can be reduced.
3. Research methods of self-reflection and explain how using these can help educators develop teaching, learning and assessment skills	3.1. Identify and describe different methods of reflection and how this can contribute to learning.
	3.2. Evaluate the importance on lesson learnt from learners and canines and felines to support teaching skills

Unit title:	Facilitate and deliver effective teaching to meet the needs of learners within a canine and feline environment
Level:	3
Credit value:	2
GLH:	10
TQT:	20
Unit code:	315
Unit reference number:	R/618/5720
Unit aim:	The aim of this unit is to provide the knowledge, understanding and skills of an educator within the Canine and Feline teaching environment. Key learning will be on how to plan for effective learning experiences, reflection on lessons learnt and how canine and feline considerations and safe working practices are managed. The importance of constructive feedback, how to capture personal learning using a reflective model and canine and feline behaviour that can affect the learning outcomes
Number of learning outcomes	3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to develop a learning plan identifying the aims and objectives for a micro-teach.	1.1. Create a learning plan which includes the aim and objectives to meet the learning outcomes for your micro- teach. This will also need to include resources to be used, canine and feline considerations and safe working practices.
	1.2. Describe how the plan and resources meet the learning outcomes of the micro-teach and how they can be implemented within the session and have the desired impact for learning
	1.3. Identify assessment methods to be used to support the learning objectives
	1.4. Explain ways constructive feedback can be included in learning plans
2. Be able to facilitate learning and development in groups within a canine and feline learning environment	2.1. Facilitate learning using planned methods with learners to meet group and individual learning objectives within a canine and feline learning environment
	2.2. Implement learning and development activity to meet learning objectives within the micro teach
	2.3. Capture feedback from both learners and peers
	2.4. Reflect on the behaviours within the canine and feline learning environment
3. Be able to use personal and learner reflection to develop Educator skills within a canine and feline learning environment	3.1. Evaluate your micro teach observation, materials and learner feedback with either KOLB or Rolfe’s reflection model: (example)
	3.2. Identify key personal learning and capture this within a development plan
	3.3. Analyse how canine and feline behaviour can affect the learning outcomes, establish any changes that could be made for future teaching.

Assessment information

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

Sector Subject Area (SSA)	3.3
Date from which qualification will be available for learners	18/12/2020
Qualification review date	11/12/2023



11. Suggested learning resources

Unit	Suggested learning resources
Award for Educators in the Canine and Feline Sector	<p>Literature</p> <p>Gravells, A. (2014), The Award in Education and Training, Learning Matters; Revised edition (20 Aug. 2014) ISBN-10 : 1473912210</p> <p>William D, Black p (2006) Inside the Black Box: v. 1: Raising Standards Through Classroom Assessment GL assessment Limited; UK ISBN-10 : 0708713815</p> <p>Petty,G (2014) Teaching Today A Practical Guide Paperback, OUP Oxford; 5 edition (20 Nov. 2014) ISBN-10 : 1408523140</p> <p>Websites</p> <p>www.geoffpetty.com</p> <p>www.anngravells.com</p> <p>https://www.cambridge-community.org.uk/professional-development/gswrp/index.html</p> <p>www.equalityhumanrights.com</p> <p>www.simplypsychology.org</p> <p>www.cambridge-community.org.uk</p>

12. Supporting documents and general

The following documents contain essential information for Training Providers 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, the web portal or SharePoint.

iPET Network Training Provider Manual
 iPET Network Quality Assurance Requirements
 Malpractice and Maladministration Policy and Procedure (including Sanctions)

Document Control

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Date of Correction	Version Number	Correction Reason
	1	
17/02/2021	2	Qualification names needed iPET Network adding
11/03/2021	3	Credit Value on units now amended on units pages 13,15,17 Pass or fail added to page 6 / Qualification grading added to page 9 Suggested progression now added to page 4.
30/09/2022	4	Added duration of registration. General updates
13/06/2023	5	Change of document name from 'Qualification Guide' to 'Qualification Specification' and amendment to assessment section
08/01/2024	6	Specimen assessment materials clarified and formatting updates