



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

## **iPET Network**

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

#### **Our Mission**

**LED** BY INDUSTRY EXPERTS.  
**DRIVEN** BY PASSION.  
**BOUNDED** BY ANIMALS.  
**GUIDED** BY CANDIDATES.  
**UNITED** BY **iPET NETWORK**.

#### **Leading the way:**

iPET Network is an Awarding Organisation regulated by Ofqual, CCEA Regulation and Qualifications Wales, specialising in qualifications in the Canine and Feline sector. iPET Network is unique in its approach, being a sector specific Awarding Organisation and are constantly developing NEW Canine and Feline qualifications in the industry.

Our Training Providers have exclusive access to brand new qualifications with innovative course design and delivery. We offer an opportunity to leave the norm behind and join a network of forward-thinking professionals. We are continually expanding our network of approved Training Providers across the UK and Europe, giving more opportunities to Candidates and Training Providers alike.

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

We have developed extensive resources and work tasks which have been mapped to qualification criteria. The qualifications and assessments are to be delivered on an e-portfolio system or on paper. Our centralised resources make it simple for Training Providers and their Tutors to deliver, manage and mark all in one place. We provide access to training and updates through standardisation meetings (both face to face and remotely) allowing greater flexibility for Training Providers that are further afield.

iPET Network offers a range of packages for our Training Providers to choose from. Our aim is to take the headache out of admin and make the process as streamline as possible from registrations, certifications, external quality assurance visits and much more. Low fees, flexible payment terms and reduced admin time means our Training Providers can save money and time, and focus on running a profitable, professional business.

#### **An exciting and supportive community**

We pride ourselves on creating new and innovative Continual Professional Development (CPD) opportunities by working with the experts in the sector and our Training Providers. Depending on the package you chosen, we provide supportive internal quality assurance and ensure that our team are always on hand for support and advice.

We run a Candidate social media group where our members can share knowledge, experiences and much more with a network of some of the best groomers and training academies across the globe.

We practice what we preach - every member of the iPET Network team has experience working in busy grooming, day-care, kennel businesses and education, ensuring our qualifications evolve along with the industry. We believe in removing learning barriers and working with Candidates of all abilities to succeed. We believe in supporting all candidates as individuals.

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## 1. About this qualification

The Level 3 Award for Educators in the Canine and Feline Sector course is designed to teach you the skills, knowledge and behaviours to become an effective teacher, to inspire others and create a successful learning environment. This course 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 award has been designed by industry experts and covers the teaching skills linked to the Canine and Feline environment required in becoming an 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.

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

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 are defined as the number of hours of supervised or directed study time required for a unit or a qualification. Some Candidates will be able to achieve units and qualifications in a shorter time than indicated. Others, for example those with additional support requirements, may need longer. Using video meetings (for example teams / zoom) can form part of the Guided Learning Hours. All meetings need to be recorded either digitally or within the portfolio to demonstrate authenticity and to identify guided learning covered.

### **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 private study or work experience. This time may vary dependent on the individual Candidate e.g. by academic ability.

Guided learning hours and total qualification time for this qualification:

#### **iPET Network Level 3 Award in an Introduction to Dog Grooming**

GLH (Guided Learning Hours): 30 hours

TQT (Total Qualification Time): 60 hours

In total, a Training Provider must provide either direct or remote guided learning alongside directed home theory.

For example, a Training Provider could set direct learning remotely via recorded material or live sessions and then review the learning. Example could be recorded presentations, 2 hours of guided study and then face to face / live remote learning developing a flipped classroom approach. (Candidates should be completing this amount of extra hours each evening reading, completing diaries, uploading to evidence etc.)

If a Training Provider teaches for less hours, then the number of training opportunities will need to be increased to compensate for the reduced hours.

## **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, however, 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. 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.

### 4. 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 achieved or not achieved.

#### 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.

## 5. 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.

## 6. Assessment

This qualification requires achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of the unit assessment. The assessment process is as follows:

- Assessments are internally arranged and carried out by iPET Network approved Tutors at the Training Provider.
- Assessment documents and resources can only be downloaded from the Training Providers Web-Portal. The assessment (Observation record) must only be downloaded once the recorded micro

teach has been completed and sent by the candidate, this then identifies the scheduled assessment date and time.

- The resulting portfolios of assessed evidence are internally quality assured by an Internal Quality Assurer (IQA) at the Training Provider or by remote visit (All formal assessments must be sampled from every Candidate).
- The portfolios of assessed evidence are quality assured either by an iPET Network External Quality Assurer (EQA) or, for Training Providers with Direct Claims Status, an Internal Quality Assurer (IQA) approved by iPET Network. Please note a minimum of one Candidate's formal assessment will be sampled during the 2 EQA audits per year.

For further information on iPET Network Quality Assurance requirements please refer to [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk) for the iPET Network Quality assurance requirements document.

### **Assessment Strategy**

When delivering this iPET Network qualification and units contained, Training Providers must provide evidence that they have met the criteria in a number of ways, and should include:

- Written questions to evidence the knowledge-based assessment criteria (either from the iPET Network *Workbook and Resource Pack* or *Training Provider devised assignments which have been approved by iPET Network*)
- There is a minimum requirement for trainee Educators to engage in observed and assessed microteaching for 315 - Facilitate and deliver effective teaching within a Canine and Feline Environment. For this unit, Candidates must complete the following areas:
  - Each Candidate must deliver at least one 15-minute microteaching session that is observed and assessed and Micro teach Observation Record completed by the tutor. The micro teach must be a topic within the Canine and Feline sector for example:
    - Bandaging a paw
    - Teaching a dog sit
    - Canine First Aid (CPR)
    - Dog coat types
    - Cat grooming / behaviour
  - Complete learning plan
  - Risk assessment for micro-teach
  - Self-evaluation tool
  - 1 x Peer assessment for the recorded example micro-teach
  - 3 x Peer Group Evaluation Forms completed by the students they taught

### **Evidence for Micro teach**

The candidate must film their micro teach via video for submission to their tutor. The video must show the identity of the candidate, peers, resources used and any additional materials involved in the session.



Blended learning is permitted, provided the Training Provider can evidence that all aspects of the programme have been carefully planned; that sufficient, appropriate resources are available to support the candidates.

The qualification can be delivered via distance learning as long as Training Providers can provide opportunities for modelling of techniques and interaction with other candidates.

### **Marking**

These assessments are either pass or fail and the assessor's decision is final.

\*Please note re-assessments are permitted.

### **Guidance for evidence**

In addition to the written assessment the Tutor must demonstrate the practical competence of the candidate. The Tutor must demonstrate the assessment is safe, fair, reliable and valid.

### **Internal Quality Assurance**

A qualified IQA must be instructed to carry out the internal quality assurance of this qualification for each Candidate. The level of sampling carried out will depend on the Tutor and Training Provider risk rating. A minimum of each unit and each Candidate must be sampled for each Tutor. See **Internal Quality Assurance Strategy** for further guidance and documentation.

### **Summative sampling**

Once the Candidate has completed the qualification the Tutor must inform the IQA. The IQA is then required to complete a 'final' sample before requesting the Candidates certificate.

### **Guidance for invigilation**

No formal invigilation required for the award.

### **Accessing Assessment documents and Storage**

When a Candidate is ready to take an assessment, the Tutor must use their unique log in detail to access the Web Portal to download the assessment form and any resources / guides. The assessment (Observation record) must only be downloaded once the recorded micro teach has been completed and sent by the candidate, this then identifies the scheduled assessment date and time. Once downloaded the Tutor must store the assessment in a secure area such as a locked cupboard or a separate location to the assessment venue. After the assessment is completed, the assessment results must then be uploaded on to the Web Portal and the evidence on the E-portfolio subject to the Training Provider selection of portfolio.

### **Appeals**

To ensure a fair assessment procedure is carried out the Candidate must be full 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.

### **7. 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 Account Manager to support the Training Provider. Any queries or difficulties should be directed to 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 of this guide.

To gain approval to offer the qualification, Training Providers must submit an iPET Network qualification form which can be downloaded from the website [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk).

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](mailto:info@ipetnetwork.co.uk) or by calling 0800 433 4700.

For more information, visit our website [www.ipetnetwork.co.uk](http://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 for standardisation purposes. Assessment materials, Candidate evidence and Tutor feedback will 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 of our 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 Providers 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 Candidate Number (ULN) on behalf of the Candidates is included in the iPET Network Training Provider Handbook.

### **Training Providers responsibilities**

Each Training Provider should identify a Training Provider contact 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.

## **8. Appendix A – 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 Level 3 Award for Educators in a 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***)

## 9. Qualification Unit Breakdown and Assessor Guidance

<b>Unit title:</b>	<b>The Role of an Educator within the Canine and Feline Learning Environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>TQT:</b>	<b>20</b>
<b>Unit code:</b>	<b>313</b>
<b>Unit reference number:</b>	<b>Y/618/5718</b>
<b>Unit aim:</b>	<b>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.</b>
<b>Number of learning outcomes</b>	<b>4</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand your role in supporting adults in a learning environment</b>	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.
<b>2. Value the needs of learners and identify methods to meet these within a feline and canine learning environment</b>	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.

<b>3. Review how equality is linked to both learners and animals within the learning environment.</b>	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.
<b>4. Reflect on barriers and boundaries of the Educator with learners, other professionals and animals in a learning environment.</b>	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.

### 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 iPET Network's Assessment Methods and the 'Assessment' section of the iPET Network Handbook, both available on our website [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk).

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

<b>Unit title:</b>	<b>Planning for inclusive learning and assessment within a Canine and Feline learning environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>TQT:</b>	<b>20</b>
<b>Unit code:</b>	<b>314</b>
<b>Unit reference number:</b>	<b>D/618/5719</b>
<b>Unit aim:</b>	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.
<b>Number of learning outcomes</b>	<b>3</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Analyse methods of assessment used with learners within a canine and feline environment.</b>	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.
<b>2. Identify and review ways to develop a safe and inclusive canine and feline learning environment</b>	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.
<b>3. Research methods of self-reflection and explain how using these can help educators develop teaching, learning and assessment skills</b>	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

### 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 iPET Network's Assessment Methods and the 'Assessment' section of the iPET Network Handbook, both available on our website [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk).

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



<b>Unit title:</b>	<b>Facilitate and deliver effective teaching to meet the needs of learners within a canine and feline environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>TQT:</b>	<b>20</b>
<b>Unit code:</b>	<b>315</b>
<b>Unit reference number:</b>	<b>R/618/5720</b>
<b>Unit aim:</b>	<b>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</b>
<b>Number of learning outcomes</b>	<b>3</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Be able to develop a learning plan identifying the aims and objectives for a micro-teach.</b>	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
<b>2. Be able to facilitate learning and development in groups within a canine and feline learning environment</b>	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
<b>3. Be able to use personal and learner reflection to develop Educator skills within a canine and feline learning environment</b>	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 iPET Network's Assessment Methods and the 'Assessment' section of the iPET Network Handbook, both available on our website [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk).

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

## 10. Suggested learning resources

Unit	Suggested learning resources
Award for Educators in the Canine and Feline Sector	<p><b>Literature</b></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><b>Websites</b></p> <p><a href="http://www.geoffpetty.com">www.geoffpetty.com</a></p> <p><a href="http://www.anngravells.com">www.anngravells.com</a></p> <p><a href="https://www.cambridge-community.org.uk/professional-development/gswrp/index.html">https://www.cambridge-community.org.uk/professional-development/gswrp/index.html</a></p> <p><a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a></p> <p><a href="http://www.simplypsychology.org">www.simplypsychology.org</a></p> <p><a href="http://www.cambridge-community.org.uk">www.cambridge-community.org.uk</a></p>

## 11. 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](http://www.ipetnetwork.co.uk) or the web portal.

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

### Document Control

**Document Name:** Level 3 Award for Educators in the Canine and Feline Sector Qualification Guide

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Date of Correction	Version Number	Correction Reason
	1	