

iPET Network
Level 4 Diploma in Dog
Training and Instruction
Qualification Number - 610/1752/8
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 4 Diploma in Dog Training and Instruction** has been developed to meet the needs of Candidates who are either currently working as a Dog Training Instructor or are wishing to become a Dog Training Instructor and want to gain a formally recognised, regulated qualification. This qualification is the perfect blend of both theory and practical learning, enabling Candidates to put what they have learned into practice. The extended period of practical learning ensures that Candidates, once certificated, are competent and capable both in handling and working with dogs, but also in coaching people to train their own dogs.

This qualification has been developed in collaboration with numerous professional and qualified Dog Trainers and Instructors to ensure that it meets the needs of the rapidly developing training industry and sets high standards of education within the sector.

iPET Network places the welfare of animals at the forefront of all qualifications developed. While views on the methods of dog training vary, iPET Network supports the use of compassionate and evidence-based positive reinforcement techniques.

Objectives of the qualification

This qualification has been designed to enable Candidates to:

- Understand the evolution of the dog and how this relates to their behaviour and motivations during training.
- Understand the welfare needs of dogs, safe handling and management, and health concerns that may impact training.
- Recognise and interpret a range of emotional states in dogs and the importance of the canine-human bond in training.
- Understand how dogs learn, techniques for teaching dogs new skills and overcoming challenges during training.
- Be able to apply understanding of training to delivery of impactful training sessions.
- Be able to critique own skills and performance when delivering dog training instruction to clients.

The qualification will:

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

Suggested progression following completion of the qualification:

- iPET Network Level 4 Award in Canine Emergency First Aid in the Workplace
- Obtaining professional recognition from CFBA, ABTC, IMDT or similar organisation
- A Level 5 Advanced Diploma in Applied Animal Behaviour

- A BSc (Hons) in Animal Behaviour and Welfare (Clinical)

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

The iPET Network Level 4 Diploma in Dog Training and Instruction 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 4 Diploma in Dog Training and Instruction:

GLH (Guided Learning Hours): 74 hours

TQT (Total Qualification Time): 370 hours

Qualification Delivery Requirements

This qualification requires all Candidates to complete a minimum of 168 hours of practical work experience. This work experience must be completed in-person, face-to-face within a suitable working environment. (see later for details). Hours completed during work experience contribute to the Total Qualification Time for the qualification.

A minimum of **16 hours** face-to-face, in-person workshop time must be completed as part of this qualification's delivery strategy.

Due to the practical nature of this qualification, the **practical microteach assessment must take place face-to-face, in person.**

The remainder of the 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

All Candidates must meet the following criteria:

- Be capable of working at Level 4 standard (equivalent to 1st year degree / Foundation Degree level)
- Due to the practical nature of this qualification, Candidates must have access to dogs for the purposes of training for a minimum duration of 168 hours. This may take the form of:
 - Working or volunteering as a Dog Trainer/Instructor or,
 - Work shadowing a qualified/experienced Dog Training Instructor (this may be with the Tutor/Training Provider) or,
 - Working or volunteering at a dog day care centre or,
 - Working or volunteering at a dog rescue shelter or,
 - Another suitable equivalent
- All work experience must be sourced and organised by the Candidate prior to registration with iPET Network

All Candidates will be screened via an initial assessment with the Training Provider to ensure their suitability for the registration on the qualification. Whilst the above criteria form the basis of eligibility, Candidates may be registered at the Training Provider's discretion.

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 4 Diploma in Dog Training and Instruction qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of Candidates.

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 Candidate registering for an iPET Network qualification, must be able to meet the assessment criteria (theoretical and practical), with appropriate reasonable adjustment where required, in order to be certificated. Those Candidates with additional educational or physical needs, should discuss their support requirements with their Training Provider. Training Providers should refer to the 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

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:

- Whether the Candidate is capable of studying at Level 4. It is recommended that a Training Providers seek verification of this, ideally via evidence of previous study at Level 3 e.g., A-Level, T-Level or BTEC.
- If the Candidate has any specific learning or training needs
- The support and guidance they may need when working towards their qualification
- The Candidate's suitability for the type and level of qualification
- The Candidate's access to work experience

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., within a contract.

5. Achieving the Qualification

Credits

To be awarded the iPET Network Level 4 Diploma in Dog Training and Instruction, Candidates must achieve 37 credits.

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.

Recording achievement

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

Authentication of the Candidate's work

Tutors must demonstrate that the Candidate's work is authentic. This can be done through using iPET Network's e-portfolio system which provides secure access to each Candidate or through use of an alternative e-portfolio system. If a Training Provider is using paper-based portfolio, they must be able to demonstrate authenticity of the work and must provide 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 24 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
413	Canine Ethology	4	2	4	20	H/650/4744
414	Canine Health and Handling for Dog Training Instructors	4	3	8	30	J/650/4745
415	Principles of Canine Behaviour and Communication	4	3	8	30	K/650/4746
416	Canine Socialisation	4	1	8	10	L/650/4747
417	Principles of Dog Training	4	4	12	40	M/650/4748
418	Principles of Instruction for Dog Trainers	4	5	16	50	R/650/4749
419	Practical Dog Training and Instruction	4	19	18	190	A/650/4750
TOTALS			37	74	370	

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</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>evaluate relevant information and ideas. 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>Review the effectiveness and appropriateness of methods, actions and results.</p>
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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, 1x Case Study, 3x Practical Video Assessments 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's 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 instructions on their right to appeal an assessment decision. All Training Providers must have an up-to-date appeals procedure.

What constitutes a fail?

It is at the Tutor's professional discretion if they pass or fail the Candidate. It is recommended that all elements of each assessment criteria are met and that all knowledge activities are completed.

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 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. Appendix A – Requirements to Offer This Qualification

To offer this qualification, Training Providers must ensure that Tutors involved in delivery and assessment are professionally competent to do so. This means Training Providers must ensure that Tutors have the following qualifications/experience:

1. Subject-specific Qualifications		2. Relevant Experience		3. Teaching Qualification
<p>Tutors must possess both of the following:</p> <ul style="list-style-type: none"> Level 4 (or above) course or regulated qualification in Animal or Canine Behaviour and Training (or equivalent) – e.g., BSc / MSc / MA / BA / other Have a minimum of 2 years' (full-time equivalent) demonstrable experience of working as a professional Dog Training Instructor 	OR	<p>Tutors must possess both of the following:</p> <ul style="list-style-type: none"> CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements. Have a minimum of 2 years' (full-time equivalent) demonstrable experience of working as a professional Dog Training Instructor <p>(This will be accepted at the discretion of the Awarding Organisation)</p>	AND	<p>Tutors must possess at least one of the following:</p> <ul style="list-style-type: none"> iPET Network Level 3 Award for Educators in the Canine and Feline Sector Level 3 Award in Education and Training; or Level 4 Certificate in Education and Training; or Level 3 or 4 PTLLS (or equivalent).
<p>Desirable: Accredited by a behaviour and training association such as CFBA, ABTC, IMDT, GODT or equivalent</p>				

If no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of approval.

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 Training Provider/Tutor applications e.g., client reviews.

Training Providers must also ensure that they have in place an Internal Quality Assurer 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 in dog behaviour and training
- 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:	Canine Ethology
Level:	4
Credit value:	2
GLH:	4
TQT:	20
Unit code:	413
Unit reference number:	H/650/4744
Unit aim:	The aim of this unit is to provide Candidates with the knowledge and understanding of the evolution of the dog and how breeding has influenced the behaviours of the domestic dog we see today. The unit considers the origins of the natural behaviours we see in dogs and the importance of forming social bonds, both with other dogs and with people.
Number of learning outcomes	4

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know and understand the principles of canine ethology	1.1. Define the term ethology 1.2. Establish the evolution of the dog from wolf to domestic pet
2. Know and understand the natural behaviours of dogs	2.1. Evaluate the natural feeding behaviours of dogs 2.2. Evaluate the natural exercise needs and behaviours of dogs 2.3. Explain the normal reproductive behaviours of dogs and the effects of neutering on behaviour 2.4. Evaluate the dog's natural behaviour in protection of territory 2.5. Explain normal canine behaviours in relation to play and other social activity
3. Understand the UK Kennel Club breed groups, their origins and characteristics	3.1. Differentiate between the seven UK Kennel Club breed groups 3.2. Explain the original intended purposes of example breeds within the UK Kennel Club groups 3.3. Evaluate the influence of genetics on canine behaviour and traits 3.4. Analyse the natural behavioural traits of a range of commonly encountered dog breeds 3.5. Evaluate the influence of 'nature versus nurture' in canine behaviour
4. Know and understand the importance and significance of canine social relationships	4.1. Describe natural canine social interaction and behaviour 4.2. Explain the development of the canine-human bond

	4.3. Analyse the importance and significance of the canine-human bond when training a dog
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Unit title:	Canine Health and Handling for Dog Training Instructors
Level:	4
Credit value:	3
GLH:	8
TQT:	30
Unit code:	414
Unit reference number:	J/650/4745
Unit aim:	The aim of this unit is to provide Candidates with the knowledge and understanding of basic anatomy and health of the dog enabling recognition of health issues that may interfere with training. The unit introduces principles of exercise and enrichment, safe approaches to handling and management of dogs as well as legislation relevant to the training and handling of dogs.
Number of learning outcomes	5

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know and understand the basic anatomy of the dog	1.1. Identify the surface anatomical landmarks of the dog
	1.2. Identify the skeletal anatomy of the dog
	1.3. Differentiate between the signs of health and ill-health in dogs
	1.4. Recognise common signs of disease, injury and disability in dogs
	1.5. Establish the circumstances in which a dog should be turned away from training and veterinary advice sought
	1.6. Evaluate the breed-specific health issues relating to dogs with differing skull anatomy
	1.7. Explain the basic anatomy of the canine sensory organs
2. Know and understand the physical exercise needs of dogs throughout their lifetime	2.1. Evaluate the benefits and various types of physical exercise suitable for dogs of all ages
	2.2. Explain how the duration of physical exercise alters at different life stages and why
3. Know and understand the enrichment needs of dogs throughout their lifetime	3.1. Evaluate the benefits and various types of enrichment activities suitable for dogs of all ages
	3.2. Explain how the enrichment needs of dogs varies throughout the life stages
4. Know and understand the safe handling and management of dogs exhibiting a range of behaviours	4.1. Differentiate between the different equipment used by dog owners and handlers
	4.2. Explain basic approaches to safe handling and assessment of dogs

	4.3. Evaluate different adaptations to methods of handling and equipment required for dogs exhibiting a range of behaviours
5. Know the principles of the relevant legislation, in relation to dog training	5.1. Summarise the key relevant legislation and how each applies to the training of dogs



Unit title:	Principles of Canine Behaviour and Communication
Level:	4
Credit value:	3
GLH:	8
TQT:	30
Unit code:	415
Unit reference number:	K/650/4746
Unit aim:	The aim of this unit is to provide Candidates with the knowledge and understanding of the fundamentals of recognising and interpreting a range of behaviour and emotional states in dogs and implementing ways of addressing these behaviours within a training environment. The unit also considers the importance of the human-canine bond in training and how the Trainer can observe and interpret this relationship.
Number of learning outcomes	4

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know and understand the methods by which dogs communicate	1.1. Explain the methods by which dogs are able to communicate with each other and humans
2. Know and understand the use and interpretation of body language in dogs	2.1. Discuss the importance of the senses in canine behaviour
	2.2. Analyse the types and use of common body language and communication signals in dogs
	2.3. Interpret the emotional state of dogs on the basis of their body language
	2.4. Interpret a dog's play signals
	2.5. Distinguish the signs of canine anxiety and fear within training sessions
	2.6. Recognise how dog behaviour can escalate
	2.7. Examine methods of adapting the environment and own actions to accommodate a range of emotional states
3. Know and understand the range of factors that may influence a dog's behaviour and how	3.1. Analyse the factors that may influence a dog's behaviour and how
	3.2. Evaluate the impact of the dog's relationship with the owner on behaviour and training
4. Know and understand the principles of observing the dog's behaviour and interactions	4.1. Explain the importance of observation of both dog-to-dog interactions and interaction of the dog with its owner
	4.2. Evaluate a range of techniques for observing and documenting interactions of the dog with other dogs and humans

Unit title:	Canine Socialisation
Level:	4
Credit value:	1
GLH:	8
TQT:	10
Unit code:	416
Unit reference number:	L/650/4747
Unit aim:	The aim of this unit is to provide the knowledge and understanding of the key principles of socialisation for dogs, from birth, all the way to adulthood and beyond. The unit will teach the essentials of puppy development and how this relates to socialisation, the basics of training and reinforcement of behaviours, key areas for socialisation and techniques for habituating dogs to these stimuli, ongoing socialisation and habituation techniques, as well as strategies for effectively managing puppy socials and classes.
Number of learning outcomes	9

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know and understand the terminology associated with socialisation and the importance of socialisation programmes	1.1. Differentiate between the meaning of the terms 'socialisation' and 'habituation' in the context of dog training
	1.2. Evaluate the importance of a thorough socialisation programme for puppies from an early age
2. Understand the different stages of puppy development	2.1. Explain the different stages of puppy development
3. Understand the importance of socialisation starting with the breeder	3.1. Analyse the use of breeder socialisation programmes
	3.2. Examine the types of activities that breeders can undertake with puppies before 8 weeks
	3.3. Recognise differences in early socialisation between dogs raised in different environments
4. Understand the issues surrounding timing of puppy socialisation and vaccination	4.1. Explain the timing of the 'sensitive window' in puppies and how vaccination has the potential to this impact on socialisation activity
	4.2. Explain a range of methods of ensuring puppies may still receive socialisation despite issues surrounding vaccination
5. Know and understand the key focus areas for socialisation of puppies	5.1. Categorise example situations, people and places that dogs may be habituated to
	5.2. Discuss ways in which new situations may be introduced to puppies in a gradual and controlled manner

	5.3. Determine how socialisation plans for puppies should differ between different breeds and natural temperaments
	5.4. Define the term 'flooding' and how it can be avoided
6. Understand the importance of human interaction in socialisation and methods of habituating puppies to people	6.1. Evaluate the importance and methods of creating positive interactions with family members
	6.2. Explain the importance of socialisation of puppies with humans (non-family members)
	6.3. Evaluate a range of ways in which puppies may be introduced to a range of different people
	6.4. Examine methods of teaching puppies correct ways of greeting people and the correct methods for people to greet dogs
7. Understand the importance of canine interaction in socialisation and methods of habituating puppies to other dogs	7.1. Evaluate the importance of correct socialisation of puppies with other dogs and ways in which puppies may be introduced to a range of different dogs
	7.2. Explain the importance and methods of ensuring safe play between puppies
8. Know and understand the principles of continued socialisation and habituation of adult dogs	8.1. Describe the socialisation process required for rescue dogs entering a new home
	8.2. Describe the importance of and techniques for continued socialisation and habituation of adult dogs
9. Know and understand the correct procedures for facilitating a puppy social event	9.1. Evaluate the physical environmental requirements for a puppy class or social
	9.2. Appraise the requirements for management of puppy socials
	9.3. Explain the possible detrimental effect poorly managed puppy socials/classes may have on puppies' development

Unit title:	Principles of Dog Training
Level:	4
Credit value:	4
GLH:	12
TQT:	40
Unit code:	417
Unit reference number:	M/650/4748
Unit aim:	The aim of this unit is to provide Candidates with the knowledge and understanding of the basics of training dogs including how they learn, techniques for teaching a range of new skills, principles of creating a training plan to teach obedience skills, the range of other disciplines dogs may be trained in and provides an understanding of common training issues and how these can be resolved.
Number of learning outcomes	9

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know and understand the ethical principles of dog training	1.1. Analyse the ethical considerations and principles when training dogs
2. Know and understand the role and remit of dog trainers versus dog behaviourists	2.1. Differentiate between a dog trainer and a behaviourist
	2.2. Determine situations in which it is best to signpost owners to other forms of training support
3. Know and understand the reasons for and benefits of dog training	3.1. Outline the benefits of training to both dog and owner
	3.2. Evaluate the different types of dog training owners can access
4. Know and understand the principles of how dogs learn	4.1. Evaluate different methods and theories of how dogs learn and their impact
	4.2. Analyse the different factors for what motivates different dogs and how these motivations can be used as rewards
	4.3. Summarise the basic principles of teaching a dog something new
	4.4. Examine ways in which unintentional development of 'undesirable' behaviours can be prevented during training
5. Know and understand the range of methods of dog training	5.1. Appraise the principles of a range of training methods
	5.2. Determine suitable approaches to training depending on the individual dog
	5.3. Evaluate different methods of establishing the effectiveness of training techniques used

	5.4. Describe how 'undesired' behaviours can be eliminated through removal of reinforcement
	5.5. Summarise the equipment required when training dogs
6. Know and understand the principles of training dogs a range of new skills	6.1. Summarise the techniques and equipment required to train a dog in a range of new skills
7. Know and understand the key components of a dog training programme	7.1. Outline the key principles of a dog training programme
	7.2. Create an 8-week dog training programme suitable for a dog new to basic obedience and training
8. Know and understand the basic principles of training dogs in a range of disciplines	8.1. Explain the purpose and basic principles of a range of disciplines in which dogs may be trained
	8.2. Summarise when it may be appropriate to signpost owners to further disciplines
	8.3. Identify trainers in the local area providing training in a range of other disciplines
9. Know and understand what constitutes behavioural and training difficulties and challenges and how they can be overcome	9.1. Define what is meant by challenging or 'problem' behaviours in training
	9.2. Summarise a range of behaviours or concerns that would be considered as training challenges
	9.3. Evaluate the obstacles that may be encountered during training
	9.4. Evaluate techniques and strategies for preventing and/or overcoming a range of training challenges

Unit title:	Principles of Instruction for Dog Trainers
Level:	4
Credit value:	5
GLH:	16
TQT:	50
Unit code:	418
Unit reference number:	R/650/4749
Unit aim:	The aim of this unit is to provide Candidates with the knowledge and understanding of the fundamental skills required to run effective training sessions, from selecting and setting up appropriate venues, delivery techniques, communicating effectively with owners and the importance of reflecting on and resolving problems as they occur.
Number of learning outcomes	8

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know and understand the requirements and selection of an appropriate dog training venue	1.1. Evaluate the ideal physical requirements of a dog training venue
	1.2. Discuss the ethical use of equipment relevant to the training session
	1.3. Identify the requirement for permission/permits to use certain venues for training
2. Know and understand the dog trainer's obligations under health and safety law and insurance	2.1. Outline the relevant health and safety legislation pertaining to dog trainers and their clients
	2.2. Explain the importance of risk assessment as a dog training instructor
	2.3. Explain the key components of a risk assessment
	2.4. Summarise the key insurances that should be held as a working dog training instructor
3. Know the requirements for data collection and storage	3.1. Outline the basic principles of GDPR and how this relates to the gathering and storage of information by dog training instructors
	3.2. Identify the information that should be gathered from a new owner bringing their dog to a training class
	3.3. Summarise the training records that should be kept for each dog
4. Know and understand the dog training instructor's obligations for maintaining high standards of animal welfare	4.1. Explain the impact of training on a dog's welfare
	4.2. Analyse how the 5 welfare needs (Animal Welfare Act, 2006 or equivalent) must be considered for every dog at every training session and your responsibilities under this legislation

	4.3. Analyse scenarios in which the standard approach to canine welfare must be adapted to meet a dog's individual needs
	4.4. Describe how to assess scenarios in which training may not be appropriate
5. Know and understand the structure and components of an effective training session	5.1. Analyse the optimum setup of the training venue to avoid concentration and safety issues (both dog and owner)
	5.2. Summarise the key components of a training session
	5.3. Explain how to set and use SMART objectives for your training sessions
	5.4. Create a session plan for the microteach training session
6. Know and understand the importance of effective communication with owners	6.1. Evaluate the factors that bring owners to dog training classes and their motivations in relation to training their dog
	6.2. Outline the types of independent practice that owners/handlers can undertake between training sessions
	6.3. Identify factors that can interfere with ability to adhere to a training programme
	6.4. Outline the importance of effective communication with dog owners
	6.5. Evaluate effective techniques for communication with owners
	6.6. Summarise strategies for broaching conversations with owners regarding behaviour/training concerns
	6.7. Describe how to adapt training exercises to meet the physical constraints of the owner
	6.8. Describe how to communicate the rigor of information being provided to clients
7. Know and understand the importance of reflection and problem-solving in training	7.1. Compare the two different types of reflection and how each should be used
	7.2. Evaluate situations, within a training class, in which a change of session plan/strategy would be appropriate and how these issues could be addressed
8. Know and understand the value and importance of Continuing Professional Development (CPD) as a dog training instructor	8.1. Describe the value and importance of CPD
	8.2. Identify methods of undertaking and recording CPD

Unit title:	Practical Dog Training and Instruction
Level:	4
Credit value:	19
GLH:	18
TQT:	190
Unit code:	419
Unit reference number:	A/650/4750
Unit aim:	The aim of this unit is to provide Candidates with the skills required to safely handle and manage dogs in the training environment and interpret canine body language and communication skills. Candidates will learn how to adapt to different situations in the training environment and deliver training to a group of owners such as that which would be encountered in a real-life setting.
Number of learning outcomes	5

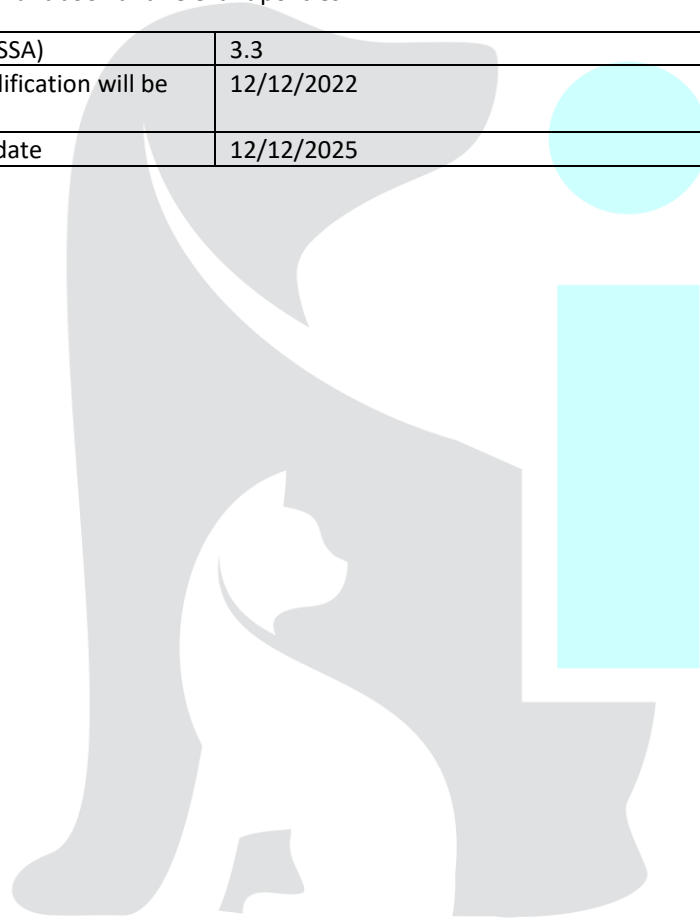
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to demonstrate effective methods of handling and management of dogs appropriate to individual temperaments and behaviours	1.1. Select and safely use a range of different dog handling equipment
	1.2. Demonstrate basic approaches to safe handling and assessment of dogs
	1.3. Adapt methods of handling and equipment required to suit dogs exhibiting a range of different behaviours
2. Be able to correctly recognise, interpret and respond to a range of emotional states and interactions of dogs	2.1. Recognise and interpret the emotional state of dogs on the basis of their body language
	2.2. Modify the environment and own actions to accommodate a range of emotional states
	2.3. Observe and interpret the relationship between the dog and its owner and relationships with other dogs
3. Be able to use a range of different learning theories and techniques to train dogs	3.1. Use appropriate methods and theories of how dogs learn to teach a dog a selection of skills
	3.2. Recognise challenges within training and act according to overcome these challenges
4. Be able to adequately prepare for a dog training session	4.1. Demonstrate effective session planning and objective setting
5. Be able to deliver and reflect on an effective dog training session teaching one new skill to a group of owners and their dogs	5.1. Determine the suitability of dogs for the training session
	5.2. Deliver training that considers the welfare needs of all dogs involved
	5.3. Deliver training in accordance with health and safety legislation
	5.4. Deliver a 20-minute training session to a group of dogs in which one new skill is taught

	5.5. Communicate clearly and effectively with owners and their dogs
	5.6. Reflect on the effectiveness of the training session delivered

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	12/12/2022
Qualification review date	12/12/2025



11. Suggested Learning Resources

Qualification	Suggested learning resources
<p>Level 4 Diploma in Dog Training and Instruction</p>	<p>Literature</p> <p>Meet Your Dog: The Game-Changing Guide to Understanding Your Dog’s Behaviour. Publisher: Chronicle Books (2018) ISBN-10: 1452148996. Brophey, K.</p> <p>Inspiring Resilience in Fearful and Reactive Dogs. Publisher: Independently published (2018). ISBN-10: 172893978X. Gutteridge, S.</p> <p>BAT 2.0 for Dog Reactivity. (e-book) Stewart, G.</p> <p>Mine!: A Practical Guide to Resource Guarding Dogs. Publisher: Kinship Communications (2002). ISBN-10: 0970562942. Donaldson, J.</p> <p>Stop Walking Your Dog: A Guide to Training Your Nervous, Reactive or Over-excited Pup. Publisher: Independently published (2021). ISBN-13: 979-8757531021. French, N.</p> <p>The Perfect Puppy. Publisher: Hamlyn (2008). ISBN-10: 060061722X. Bailey, G.</p> <p>Canine Enrichment: The Book Your Dog Needs You to Read. Publisher: Independently published (2019). ISBN-10: 1088600191. Kelly, S.</p> <p>When Pigs Fly: Training Success with Impossible Dogs. Publisher: Dogwise Publishing (2007). ISBN-10 1929242441. Killion, J.</p> <p>Total Recall: Perfect Response Training for Puppies and Adult Dogs. Publisher: Quiller Publishing Ltd. (2012). ISBN-10: 1846891493. Mattinson, P.</p> <p>Interactive Play Guide. Publisher: First Stone Publishing (2017). ISBN-10: 1910488348. Oglivie, C.</p> <p>Enrichment through Scentwork for Highly Aroused Dogs (e-book) (2018). Gutteridge, S.</p> <p>What’s My Dog Thinking? Publisher: DK (2020) ISBN-10: 0241435838 ISBN-13: 978-0241435830 Molloy, H.</p> <p>Websites</p> <p>Kids Around Dogs</p> <p>Children's Picture Books I Can Be A Dog Detective!</p> <p>Socialising Your Puppy Blue Cross</p> <p>The Family Dog</p> <p>Fear in Dogs: An Introduction For Owners of Anxious Dogs - Depend On Dogs</p> <p>Dog Body Language and Chart (servicedogtrainingschool.org)</p> <p>Canine Compilation - Canine Compilation</p> <p>Scent Work for Dogs Blue Cross</p>

	<p>Eyeballing and Hostility Between Dogs – Theo Stewart, Dog Behaviour Specialist (dogidog.co.uk)</p> <p>Rebarkable Blog - Puppy training articles and posts.</p> <p>6 easy ways to give your dog more choice (scentsationaldogs.co.uk)</p> <p>Understanding Dog Play Victoria Stilwell Positively</p> <p>Let a dog be a dog (dogways.info)</p>
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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

Document Name: Level 4 Diploma in Dog Training and Instruction - Qualification Specification

Document Number: Q79

Date of Correction	Version Number	Correction Reason
	1	
13/06/2023	2	Change of document name from 'Qualification Guide' to 'Qualification Specification' and amendment to assessment section
08/01/2024	3	Specimen assessment materials clarified, qualification review section updated and formatting updates

