

iPET Network

Level 2 Award in Canine Body Language

Qualification Specification

Qualification Number:
610/3250/5



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About Us

iPET Network

LED BY INDUSTRY EXPERTS.

DRIVEN BY PASSION.

BOUND BY ANIMALS.

GUIDED BY CANDIDATES.

UNITED BY iPET NETWORK.

Our iValues

At iPET Network, our values are rooted in animal welfare, integrity, and innovation. We are committed to creating qualifications that are inclusive, practical, and industry-led, ensuring Learners gain real-world skills that make a difference. Collaboration, transparency, and continuous improvement guide everything we do, empowering people and protecting pets through education that sets new standards for excellence.



iPET Network
to be the leading
Awarding Organisation
for the Animal Care &
Veterinary Science
Sector.



Values
of inclusivity, diversity
and understanding in
every area of our
operation and conduct.



Authentic
in our approach, being
genuine, honest and
transparent ensuring
clear communication.



Leaders
in our field, facilitating
connections across
sectors to bring people
and ideas together.



United
commitment to create
qualifications that
positively impact the
lives of animals and
people.



Excellence
in everything our small
and mighty team do,
striving to improve and
grow.

Our Approved Centres

Our Approved Centres represent a nationwide community of schools, trainers, tutors, and industry mentors. Each centre delivers high-quality, Ofqual-regulated qualifications with animal welfare, education, and employability at their core. Together, they shape the next generation of animal care professionals with quality, compassion, and confidence leading every lesson. Our Approved Centres have exclusive access to our portfolio of qualifications, courses, learning materials and assessment strategies. We offer an inclusive opportunity to join a diverse network of forward-thinking professionals across the UK, Ireland, Europe and Internationally.

Our Mission - EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE

To be the Awarding Organisation of choice for Centres, Training Providers, Employers and Learners in the Animal Care and Veterinary Science Sector. We demand the highest standard of practice to ensure our suite of qualifications work: they work for animals who deserve the best care; they work for learners giving valuable skills, and they work for Centres and Training Providers with strong market appeal.

Leading the way in Qualifications

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.

Supporting the Apprenticeship journey

iPET Network is also an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards regulated by Ofqual. Winning awards for our customer service and



service excellence. Our approach has gained outstanding feedback from Apprentices, Employers and Centres with success gained through collaboration and positive communication.

We do the hard work for you – transparent, flexible and straightforward

We have developed robust systems at the forefront of technology that include extensive resources, quality learning materials and varied assessment methods. Our centralised platform makes it simple for Approved Centres and their teams to deliver, manage, mark and quality assure all in one place. We provide access to training and updates through standardisation to uphold modern best practice. Organisations of many different types, who want to deliver education, can join iPET Network, taking advantage of becoming an Approved Centre direct. 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 our Approved Centres offer the best standard of education and to inspire the future generation of the industry. We believe in removing learning barriers and working with Learners of all abilities to help them reach their full potential.

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Qualification Summary – Level 2 Award in Canine Body Language

Key Information

Level	2
Guided Learning Hours	7
Total Qualification Time	10
Age Range	14+
Entry Requirements	N/A
Permitted Delivery Types	Face-to-face, blended, remote
Subject Sector Area (SSA)	3.3 Animal care and veterinary science
Assessment Methods	Portfolio of Evidence
Overall Grading Type	Pass/Fail
Sampling Requirements	Summative only
Registration Period	12 months
Regulated by	Ofqual
Support Materials	Workbook

1. Integrity Statements

1.1. Intellectual Property and Confidentiality Statement

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

1.2. Welfare Statement

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

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

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

2. About This Document

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

Qualification Specifications can be found on www.ipetnetwork.co.uk

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

3. About This Qualification

3.1. Qualification Overview

The **iPET Network Level 2 Award in Canine Body Language** is designed to be flexible to meet the real life needs and circumstances of its Learners. It is aimed at Learners who wish to gain the theoretical knowledge of canine body language and communication. This qualification is suited to both dog owners wishing to learn more about their dogs, and individuals working with dogs in a professional capacity. Canine body language serves as a vital means of communication between dogs and their handlers, but it is often misunderstood or overlooked. This qualification will enable Learners to better understand the body language and communication signals displayed by canines and how to respond appropriately, helping to promote good welfare and prevent potential conflicts.

Completion of this qualification provides an excellent platform for progression into dog ownership, utilising the knowledge in the workplace (e.g. as a dog walker, groomer, kennel assistant, breeder or dog sitter) and/or completing further study in the subject area.

Leading behaviour and training industry experts have reviewed this qualification to ensure the outcomes are appropriate and meet the needs of both owners and professionals with an interest in canine body language.

This qualification is regulated by Ofqual.

3.2. Objectives of the Qualification

This qualification has been designed to enable Learners to:

- Understand the importance of learning to read canine body language
- Know the methods by which dogs communicate and the importance of scent in canine communication
- Identify canine body language signals and the emotions the dog may be trying to convey
- Understand the concept of trigger stacking
- Know how to correctly greet dogs, how dogs greet each other and safe play and interaction between dogs

Depending on the needs of the Learner, the qualification can:

- 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.

3.3. Progression Routes

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

- iPET Network Level 2 Award in Principles of Puppy Socialisation
- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 4 Diploma in Dog Training and Instruction
- A Level 3 (or above) regulated canine/animal behaviour and/or training qualification

3.4. Guided Learning Hours (GLH)

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

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

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

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

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

3.5. Total Qualification Time (TQT)

Total qualification time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Learner for independent, unsupervised study. Individual Learners'

requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time are estimates as some Learners will be able to achieve units and qualifications within a shorter time than indicated. Others, for example those with additional support requirements, may need longer.

Guided Learning Hours and Total Qualification Time are as follows:

Qualification	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
iPET Network Level 2 Award in Canine Body Language	7	10

3.6. Qualification Delivery Requirements

The qualification may be delivered as the Approved Centre feels appropriate, ensuring that Guided Learning Hours requirements are met. As part of the application to deliver, Approved Centres must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the estimated GLH.

4. Requirements to Deliver this Qualification

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

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

Centres wishing to offer these qualifications must refer to the requirements stipulated in Section 4.5.

4.1. Head of Centre

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

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

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

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

Additional contacts can be agreed with the Approved Centre.

4.2. Tutors

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

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

The exception to these requirements is where Guest Lecturers are utilised. A guest lecturer is an individual invited by an Approved Centre to give occasional lectures in their specific area of expertise or interest. They are usually not permanent staff members, although they might be permanent staff from a different department. Guest lecturers focus solely on teaching a particular subject and do not have the authority to make assessment decisions. According to iPET Network, "occasional" is defined as delivering no more than 10 hours of

lecturing per academic year, or pro rata for shorter courses. This is not permitted for qualifications with less than 10 Guided Learning Hours.

4.3. Assessors

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

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

4.4. Internal Quality Assurers (IQAs)

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

Or,

Utilise iPET Network's Internal Quality Assurance service via Gold package registrations.

(Refer to Centre Fees)

Use of Unqualified Internal Quality Assurers

Where an Approved Centre has an unqualified Internal Quality Assurer, they must be registered on a relevant regulated IQA qualification (see Requirements for Centre Roles section) and actively working towards its completion. Until the qualification is fully achieved

and certificated, the working-towards IQA must have their decisions checked by a qualified and approved IQA, who will provide feedback and ensure reports are only released to Assessors when the IQA decisions are valid and reliable. The qualified IQA will countersign all decisions to confirm the checks have taken place and the decision and feedback was satisfactory.

Centres must either:

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

Or,

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

Please refer to the ***Approved Centre Manual*** for more information on countersigning requirements

4.5. Requirements for Centre Roles

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

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Tutor	- Hold one of the following: - iPET Network Level 2 Award in Canine Body Language - Level 3 (or above) regulated qualification in Animal or Canine Behaviour and Training (or equivalent) – e.g., BSc / MSc / MA / BA / other AND - Have a minimum of 1 years' (full-time equivalent) demonstrable experience of working with multiple dogs a day - Other combinations of qualification and experience	- If no regulated qualification is held: - CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements. - Have a minimum of 3 years' (full-time equivalent) demonstrable experience of working with multiple dogs a day - It is desirable to be accredited by a behaviour and training association such as ABTC, CFBA, IMDT.	- Have completed 15 hours of Continuous Professional Improvement over the previous year. - CPD relevant to industry - Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A teaching qualification at Level 3 or above, such as one of the following: - iPET Network Level 3 Award in Education and Training for Animal and Veterinary Professionals (The previous version of this qualification: iPET Network Level 3 Award for Educators in the Canine and Feline Sector, will also be accepted as the skills are transferable) - Level 3 Award in Education and Training - Level 4 or above Certificate in Education (CertEd/PGCERTEd) - Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
	may be accepted by iPET Network.			○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) ○ Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) ○ Level 7 Veterinary Education Where no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of Centre Approval. The Tutor will require mentoring during this period.
Assessor	See Tutor requirements	See Tutor requirements	• Have completed 50 hours of Continuous Professional Improvement over previous 2 years • CPD relevant to the industry • Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A qualification in vocational assessment at Level 3 or above, such as one of the following: ○ Level 3 Certificate in Assessing Vocational Achievement (CAVA) ○ D32/33 ○ A1 Where the Assessor is also the Tutor a teaching qualification as outlined above for Tutors will be accepted in lieu of a vocational

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				assessment qualification, where the content of the Teaching qualification included assessment. Where no formal teaching or assessor qualification is held, it will be a requirement that one is achieved within 12 months of Centre Approval. In many instances the role of Tutor and Assessor may be completed by the same individual. If the Assessor is not also the Tutor, it is recommended that they achieve a vocational assessment qualification rather than a teaching qualification. The Assessor will require mentoring during any period of working towards their qualification and the reliability of their assessment decisions checked and countersigned. The counter signatory should not also be the IQA.

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Internal Quality Assurer	Has substantial experience of working in or assessing in dog behaviour and training		- Have completed 50 hours of Continuous Professional Improvement over previous 2 years - CPD relevant to the industry. - Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A qualification in Internal Quality Assurance, such as: - D34 - V1 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (Level 4 Award in <i>Understanding the Internal Quality Assurance of Assessment Processes and Practices</i> will not be accepted unless accompanied by evidence of extensive IQA practice)

Applications that fall outside of the exact requirements above may still be considered on a case-by-case basis at the discretion of iPET Network.

4.6. Standardisation

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

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

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

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

4.7. Support for Centres

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

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

4.8. Centre Resources and Equipment

Approved Centres must ensure full compliance with all relevant animal welfare legislation and licensing requirements and provide Learners with adequate opportunities to meet all assessment criteria effectively.

5. Learner Requirements

5.1. Entry Requirements

All Learners must meet the following criteria:

1. Minimum Age and Requirements Learners must possess all of the following:	AND	2. Subject-specific Qualifications Learners must possess the following:	OR	3. Relevant Experience Learners must possess the following:
• Minimum age of 14 years • Be capable of working at a Level 2 or above		N/A		N/A

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

- English and Maths Initial Assessments, such as, BKS B
- Skills scan
- Entry assessment/test
- Interview
- Curriculum vitae, to include previous experience, qualifications and achievements
- Academic or employer references

Admissions processes will form part of External Quality Assurance audits.

6. Reasonable Adjustments

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

Those Learners with additional educational or physical needs, should discuss their support requirements with their centre. Centres should refer to 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

7. Recognition of Prior Learning and Achievement

Recognition of Prior Learning and Achievement will be considered for this qualification. Depending on the prior learning or attainment a Learner may be exempted from some teaching sessions or even exempted from an assessment or unit.

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

8. Induction

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

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

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

9. Achieving the Qualification

9.1. Duration of Registration

Qualification	Duration of Registration (months)
iPET Network Level 2 Award in Canine Body Language	12

All Learners will be registered with iPET Network for a maximum period as outlined in the table above. Centres should refer to the ***Approved Centre Manual*** and their ***iPET Network Terms and Conditions*** for further guidance about re-registration or requesting an extension due to extenuating circumstances.

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

9.2. Unit Registration

Standalone unit registration is not accepted for this qualification.

9.3. Unit Achievement

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

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

9.4. Recording Achievement

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

10. Qualification Structure

10.1. Units

The structure of the qualification is as follows:

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory number
227	Canine Body Language	2	7	10	K/650/8463
TOTALS			7	10	

10.2. Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

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

11. Assessment

11.1. Assessment Process Overview

The iPET Network assessment process is as follows:

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

11.2. General Assessment Principles

Assessments must be designed to ensure the following principles are met:

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

11.3. Assessment Method and Strategy

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

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

The core assessment methods for this qualification, in line with the regulator's defined categories, is a **Portfolio of Evidence**.

Assessment results do not need to be uploaded to the iPET Network web portal for this qualification.

11.4. Specimen Assessment Materials

Specimen assessment materials are not applicable to this qualification and therefore are not provided.

Please refer to the remainder of the assessment section in the ***Qualification Delivery Handbook*** for details of the assessment materials supplied by iPET Network.

11.5. Centre-Devised Assessments

Approved Centres that wish to develop their own assessments, instead of using those provided by iPET Network, are permitted to do so for this qualification.

Where Centres develop their own assessments, all assessment materials must be subjected to pre-release moderation. Pre-release moderation ensures assessment materials are fit for purpose, consistent across Centres, and free from error before they are used with Learners. The process includes checking accuracy, clarity, validity, reliability, fairness, accessibility and alignment to the qualification's learning outcomes and assessment requirements.

Pre-release moderation must ensure that assessments meet the criteria, level and standard required. The Centre will need to provide evidence that pre-release moderation checks have

taken place and that actions identified by the moderator have been acted upon. The Approved Centre will also need to demonstrate, via a mapping document, that all assessment criteria will be assessed at some point during the qualification via the devised assessments. Pre-release moderation should ideally be completed by the Centre's Internal Quality Assurer where the Approved Centre employ their own. Alternatively, an individual who meets the Assessor requirements for the qualification can complete pre-release moderation of the assessment materials and checking of the mapping exercise, as long as they have experience in assessment moderation or have had additional training. iPET Network can provide pre-release moderation and mapping documentation templates. If an Approved Centre is unable to appoint a moderator, then the Approved Centre must discuss alternative arrangements and associated fees with iPET Network's Lead IQA or EQA team.

Approved Centres must make pre-release moderation and mapping records available for quality assurance when requested.

11.6. Marking

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

Please note re-assessments are permitted.

11.7. Qualification Grading

This qualification is graded pass or fail.

11.8. Appeals

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

11.9. What Constitutes a Fail?

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

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

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

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

12. Qualification Unit Breakdown

Unit 227: Canine Body Language

IPN Code	227	Unit aim	The aim of this unit is to provide Candidates with the knowledge of the fundamentals of canine body language and methods of communication. This unit will also address correct greeting of dogs and how to safely manage interactions between dogs.
Reg Code	K/650/8463		
Level	2		
GLH	7		
TQT	10		

Unit 227: Canine Body Language

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Know the importance of understanding canine body language	1.1. State the importance of understanding canine body language
	1.2. Identify the factors that should be considered when interpreting canine body language
2. Know the methods by which dogs communicate with each other and other species	2.1. Identify the methods by which dogs communicate with other dogs and other species
3. Know the importance of scent in canine communication	3.1. Identify the primary sense that dogs use to communicate
	3.2. Identify the difference between the senses of smell in humans and canines
	3.3. Define pheromones and describe their function
	3.4. List information that dogs can gather through scent
4. Know the role of the face in canine body language and communication	4.1. Describe different ways in which dogs use their eyes to communicate with other dogs and other species and what emotions it may indicate

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	4.2. Identify different positions and movements of the canine ears and what emotions they may indicate
	4.3. Identify different ways in which the dog uses the mouth and teeth to communicate, and what emotions they may indicate
5. Know the role of the body and posture in canine body language and communication	5.1. Describe how dogs display their intention through movement and body posture
	5.2. Identify physical features or characteristics in certain dogs that may have a negative impact on communication
6. Know and understand the role of the tail in canine body language and communication	6.1. Identify how the position and speed of the tail are used to express different emotions
7. Know how appeasement signals and stress can escalate to aggression in dogs	7.1. Define the term 'appeasement signal' or 'calming signal'
	7.2. Identify canine calming or appeasement signals
	7.3. Define trigger stacking and identify triggers
	7.4. Describe the Ladder of Fear/Aggression
8. Know canine body language signals and the emotions being expressed	8.1. Describe signs of relaxation and confidence in dogs
	8.2. Identify signs of fear, stress and anxiety in dogs and the appropriate response to prevent the situation from escalating
	8.3. Identify behavioural signs of illness and pain in dogs and what professional advice or support could be sought
9. Know safe human-dog greeting	9.1. State how a person should correctly greet a dog
10. Know and understand dog to dog greeting and interaction	10.1. Explain how dogs greet each other, including signs of positive greeting and how the interaction may go wrong
	10.2. Identify how dog interactions may progress after initial greetings
11. Know and understand play between dogs and safe management	11.1. Describe the function of play in dogs and recognise that not all dogs partake in play
	11.2. Identify body language signs and behaviours which may indicate dog-dog play/interaction is suitable and that a positive experience is being had by all dogs involved
	11.3. Identify body language signs and behaviours which may indicate dog-dog

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	play/interaction is unsuitable and requires intervention
	11.4. Identify measures to support positive interaction and ensure consent between dogs

Assessment information

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

Sector Subject Area (SSA)	Date from which qualification will be available for learners	Qualification review date
3.3	18/09/2023	18/09/2028

13. Suggested Learning Resources

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

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

Literature

Doggie Language: A Dog Lover's Guide to Understanding Your Best Friend. Publisher: Summersdale (2020) ISBN-10: 1787837017. Chin, L.

What's My Dog Thinking?: Understand Your Dog to Give Them a Happy Life. Publisher: DK (2020) ISBN-10: 0241435838. Molloy, H.

Meet Your Dog: The Game-Changing Guide to Understanding Your Dog's Behaviour. Publisher: Chronicle Books (2018) ISBN-10: 1452148996. Brophey, K.

Dogs In Translation: A Unique Journey Of Observation and Interpretation. Publisher: The Pet Book Publishing Company Ltd (2022) ISBN-10: 191048864X. Krauss, K. and Maue, G.

What Dogs Want: An illustrated guide for HAPPY dog care and training. Publisher: Bloomsbury Publishing (2021) ISBN-10: 1526639955. Ward, M.

Websites

<https://www.rspca.org.uk/adviceandwelfare/pets/dogs/behaviour/understanding>

<https://www.dogstrust.org.uk/dog-advice/understanding-your-dog/body-language>

<https://www.guidedogs.org.uk/getting-support/information-and-advice/dog-care-and-welfare/dog-body-language/>

14. Supporting Documents

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

- iPET Network Approved Centre Manual
- iPET Network's quality assurance requirements
- Malpractice and Maladministration Policy and Procedure (including Sanctions)

15. Glossary of Terms

Term	Definition
Portfolio of Evidence	This is a structured collection of a Learner's work that demonstrates the Learner has met all required learning outcomes and assessment criteria.
Assignment	A formal piece of work set by the awarding organisation or centre, requiring the Learner to apply knowledge and understanding to meet specific learning outcomes and assessment criteria. Assignments are usually written.
Reflective Log	The reflective log/journal is a work where Learners reflect on their actions, experiences, or learning, considering their implications to identify key areas for future development, learning, or practice.
Practical Demonstration	A practical demonstration is an assessment method where the Learner performs a task or series of tasks in a controlled or real-world environment to show their ability to apply skills, techniques, or procedures in line with specific learning outcomes and assessment criteria. The demonstration provides observable evidence of competence and may be accompanied by commentary or explanation of the actions taken.

Assessment and Delivery Guidance	Also referred to as indicative content, assessment and delivery guidance provides additional explanation to support the interpretation and delivery of learning outcomes and assessment criteria within a qualification. It outlines the scope, depth, and key areas of knowledge, skills, and understanding that may be taught and that Learners are expected to demonstrate. The guidance helps give Centres support in planning and delivering learning and gives a clearer understanding of what is expected. It also supports Assessors in making consistent and fair assessment decisions. It is not intended to be exhaustive or restrictive, or to prescribe specific answers or teaching, but rather to illustrate the range and level of evidence that would meet the requirements of the assessment criteria.
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Version Control

Date of Amendment	Version Number	Amendments
	1.0	First release of document
05/01/2024		Specimen assessment materials clarified, qualification review section updated and formatting updates
14/07/2026	3.0	Document updated to new design. iValues added. Duration of registration clarified. Review date updated.