

iPET Network

Level 3 Award in Canine Behaviour for Breeders

Qualification Specification

Qualification Number:
610/6649/7



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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 Centres, Training Providers, Employers and Learners in the Animal Care and Veterinary Science Sector.

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

Leading the way

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



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

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

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

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

An exciting and supportive community

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

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Qualification Summary – Level 3 Award in Canine Behaviour for Breeders

Key Information

Level	3
Guided Learning Hours	10
Total Qualification Time	60
Credits	6
Age Range	16+
Entry Requirements	N/A
Permitted Delivery Types	Face-to-face, blended, remote
Subject Sector Area (SSA)	3.3 Animal care and veterinary science
Registration Period	12 months
Assessment Methods	Portfolio of Evidence
Sampling Requirements	Summative only
Overall Grading Type	Pass/Fail
Regulated by	Ofqual
Support Materials	Workbooks

1. Integrity Statements

1.1. Intellectual Property and Confidentiality Statement

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

1.2. Welfare Statement

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

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

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

2. About This Document

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

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

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 3 Award in Canine Behaviour for Breeders** has been designed for established and future dog breeders and other canine welfare professionals, who wish to gain knowledge of canine behaviour, welfare, and responsible breeding practices. This qualification provides learners with an understanding of how dogs communicate, how behaviour develops, and the factors influencing temperament and welfare throughout a dog's life.

The qualification covers making informed breeding choices, assessing puppy temperament, creating socialisation plans, and developing whole-life care strategies, emphasising the importance of breeder–guardian collaboration. By combining theoretical knowledge with practical skills, this qualification equips Learners with the skills to make ethical, evidence-

based decisions that support lifelong canine welfare and promote positive human-dog relationships.

This qualification is regulated by Ofqual.

3.2. Objectives of the Qualification

This qualification has been designed to enable Learners to:

- Understand body language and communication in dogs, including posture, facial expressions and other physical signals.
- Understand appropriate and inappropriate greetings and interactions between dogs, other animals, and humans.
- Understand the roles of dog trainers and behaviourists, relevant regulation, and professional bodies.
- Understand key principles of canine learning, including desensitisation and counterconditioning.
- Understand early signs of stress, fear, and anxiety, and how to monitor and record canine behaviour.
- Understand canine behavioural development, including nature versus nurture and the influence of genetics, environment and learning history.
- Understand common undesirable behaviours in dogs and appropriate strategies for modification.
- Develop effective socialisation and enrichment plans for puppies.
- Understand the importance of informed breeding decisions and how to match puppies with suitable homes.
- Understand the role of long-term breeder-guardian collaboration and whole-life care to support the lifelong canine welfare.

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

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

3.3. Progression Routes

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

- iPET Network Level 3 Certificate in Dog Breeding, Litter Socialisation and Welfare
- iPET Network Level 3 Diploma in Dog Breeding, Litter Socialisation and Welfare
- Level 4 and above qualifications in dog training, animal behaviour, or animal welfare
- Employment in the canine sector
- Further qualifications and CPD in the behaviour and welfare fields

3.4. Guided Learning Hours (GLH)

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

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

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

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

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

3.5. Total Qualification Time (TQT)

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

Guided Learning Hours and Total Qualification Time are as follows:

Qualification	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
iPET Network Level 3 Award in Canine Behaviour for Breeders	10	60

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 GLH.

4. Requirements to Deliver this Qualification

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

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

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

4.1. Head of Centre

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

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

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

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

Additional contacts can be agreed with the Approved Centre.

4.2. Tutors

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

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

The exception to these requirements is where Guest Lecturers are utilised. A guest lecturer is an individual invited by an Approved Centre to give occasional lectures in their specific area of expertise or interest. They are usually not permanent staff members, although they might be permanent staff from a different department. Guest lecturers focus solely on teaching a particular subject and do not have the authority to make assessment decisions. According to iPET Network, “occasional” is defined as delivering no more than 10 hours of lecturing per academic year, or pro rata for shorter 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 criteria detailed in the Requirements for Centre Roles section and are familiar with the assessment requirements of the qualification for which they are assessing. The same individual can fulfil the role of Tutor and Assessor, especially regarding marking of theoretical assessments in workbooks or e-portfolios. The centre can utilise different Assessors for different Units and, where a formal assessment forms part of the assessment strategy, may prefer to use an assessor who hasn't previously assessed the Learner's work.

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

4.4. Internal Quality Assurers (IQAs)

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

Or,

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

Use of Unqualified Internal Quality Assurers

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

Centres must either:

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

Or,

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

4.5. Requirements for Centre Roles

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

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Tutor	- A relevant regulated qualification, one level higher than that they are teaching. For example, - Level 4 or above qualification in Animal/Canine Behaviour - Degree in Animal Behaviour	- Have a minimum of 2 years' experience (full-time equivalent) working in the canine sector, including practical involvement in breeding and canine behaviour management - Other combinations of qualification and experience may be accepted by iPET Network.	- Have completed 15 hours of Continuous Professional Improvement over the past year - CPD relevant to subject and applicable to role - 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
				○ 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 15 hours of Continuous Professional Improvement over the past year • CPD relevant to subject and applicable to role e.g. assessment practice • Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days,	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 assessment qualification, where

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
			workshops and reflective practice.	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	See Assessor requirements	See Assessor requirements	- Have completed 15 hours of Continuous Professional Improvement over the past year - CPD relevant to subject and applicable to role - 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)

4.6. Standardisation

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

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

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

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

4.7. Support for Centres

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

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

5. Learner Requirements

5.1. Entry Requirements

All Learners must meet the following criteria:

1. Minimum Age and Requirements	AND	2. Subject-specific Qualifications	OR	3. Relevant Experience Learners must possess the following:
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Learners must possess all of the following:		Learners must possess the following:		
• Minimum age of 16 years • Be capable of working at a Level 3 or above • Be able to complete the assessments for this qualification in English		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, BKSb
- 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 iPET Network's ***Reasonable Adjustments and Special Considerations Policy*** which gives clear guidance on the reasonable adjustments and arrangements that take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Further guidance and support can be accessed by contacting iPET Network on info@ipetnetwork.co.uk

7. Recognition of Prior Learning and Attainment

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

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

8. Induction

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

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



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

9. Achieving the Qualification

9.1. Duration of Registration

All Learners will be registered with iPET Network for a maximum period of 12 months. Centres should refer to the **Approved Centre Manual** and their **iPET Network Terms and Conditions** for further guidance about re-registration or requesting an extension due to extenuating circumstances.

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

9.2. Unit Registration

Standalone unit registration is 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.

9.5. Credits

To be awarded this qualification, Learners must achieve 6 credits.

10. Qualification Structure

10.1. Units

The structure of the qualification is as follows:

iPET Network Reference No.	Title	Level	Credits	GLH	TQT	Unit Regulatory Number
3022	Canine Body Language and Communication	3	2	3	20	F/651/8333
3023	Principles of Canine Behaviour Development and Modification	3	3	5	30	H/651/8334
3024	Responsible Dog Breeding	3	1	2	10	J/651/8335
TOTALS			6	10	60	

10.2. Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

	Is aware of different perspectives or approaches within the area of study or work.	
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(Source: Ofqual, Handbook: General Conditions of Recognition, 2023)

11. Assessment

11.1. Assessment Process

The assessment process is as follows:

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

11.2. Assessment Principles

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

- Valid – the assessment/ work is relevant to the assessment criteria and set at the correct level.
- Authentic – the work is the Learner's own
- Reliable – the Learner can perform tasks or recall knowledge consistently over time.

The Learner has completed the tasks as confirmed.

- Current - the work has been completed and assessed in a timely manner
- Sufficient – the assessment/ work covers all the assessment criteria of all the Units

11.3. Specimen Assessment Materials

Specimen assessment materials are not available for this qualification.

11.4. Assessment Method and Strategy

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

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

Portfolio of Evidence

The assessment method for this qualification is a **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.

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

11.5. Marking

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

Please note re-assessments are permitted.

11.6. Qualification Grading

This qualification is graded pass or fail.

11.7. Appeals

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

11.8. What Constitutes a Fail?

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

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

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

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 and Assessor Guidance

Unit 3022: Canine Body Language and Communication

IPN Code	3022	Unit aim	The aim of this unit is to provide Learners with an understanding of the fundamentals of canine body language and communication. Learners will explore how dogs use various physical signals to convey intentions and emotions. The unit covers the influence of physical traits and breed on communication styles and examines appropriate and inappropriate greetings, play, and interactions between dogs, and between dogs and humans or other species. Learners will also gain insight into safe and respectful handling practices to support positive human-dog relationships.
Reg Code	F/651/8333		
Level	3		
Credits	2		
GLH	3		
TUT	20		

Unit 3022: Canine Body Language and Communication

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the role of body language and communication in dogs	1.1. Outline the importance of understanding body language in interactions between humans and dogs
	1.2. Outline the role of body language in interactions between dogs
	1.3. Outline ways dogs communicate with each other and with other species
2. Understand how different areas of the dog body play a role in communication	2.1. Explain the different ways in which dogs use their eyes to communicate
	2.2. Explain the different ways in which dogs use their ears to communicate
	2.3. Explain the different ways in which dogs use their head to communicate
	2.4. Explain the different ways in which dogs use their mouth and teeth to communicate
	2.5. Explain how dogs communicate through their body posture
	2.6. Explain the different ways in which dogs use their tail to communicate

Unit 3022: Canine Body Language and Communication

	2.7. Describe how physical traits including conformation affect communication
3. Understand greetings and interactions between dogs and other animals	3.1. Explain appropriate and inappropriate greetings and interactions between dogs
	3.2. Describe appropriate and inappropriate dog-dog play
	3.3. Describe appropriate interactions between dogs and other animals
4. Understand appropriate interactions between dogs and humans	4.1. Explain appropriate and inappropriate interactions between dogs and humans
	4.2. Describe appropriate and inappropriate play between dogs and humans
	4.3. Describe appropriate and inappropriate handling of dogs

Unit 3023: Principles of Canine Behaviour Development and Modification

IPN Code 3023

Reg Code H/651/8334

Level 3

Credits 3

GLH 5

TUT 30

Unit aim

The aim of this unit is to provide Learners with knowledge and understanding of dog behaviour and learning. Learners will explore the differences between training and behaviour and professional roles within the sector. The unit covers key principles of learning theory, behaviour modification techniques, and the recognition and escalation of behaviour. Learners will study the stages of puppy development, the significance of socialisation and habituation, and the influence of genetics, environment, and life experiences on behaviour. Strategies for preventing and addressing undesirable behaviours are explored, alongside considerations for multi-dog environments. Throughout the unit, emphasis is placed on supporting natural behaviours and ensuring optimal welfare of dogs using evidence-based approaches.

Unit 3023: Principles of Canine Behaviour Development and Modification

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the difference between a dog trainer and a behaviourist	1.1. Compare and contrast the roles and responsibilities of a dog trainer and a behaviourist
	1.2. Explain the regulatory environment for each of the roles
	1.3. Outline appropriate professional organisations for both dog trainers and behaviourists
	1.4. State how to source appropriate support
2. Understand canine learning and	2.1. Explain the basic principles of canine learning theory
	2.2. Summarise how behaviours are learned and maintained

Unit 3023: Principles of Canine Behaviour Development and Modification

behavioural principles	2.3. Explain the process of desensitisation and its use in behaviour modification
	2.4. Explain the process of counterconditioning and its use in behaviour modification
	2.5. Explain the importance of using positive, ethical and evidence-based training techniques
3. Understand the escalation of behaviour, learnt behaviour and the importance of recognising early signals	3.1. Outline early signals of fear, anxiety and stress
	3.2. Explain the function of appeasement signals in dog communication
	3.3. Explain the importance of recognising early signs of stress, fear and anxiety
	3.4. Explain how the behaviour of dogs can be monitored and recorded
4. Understand behavioural milestones and their impact on lifelong behaviour	4.1. Describe key behavioural stages in puppy development
	4.2. Explain the importance of socialisation and habituation
5. Understand undesirable dog behaviours and methods for improvement	5.1. Describe common undesirable behaviours in dogs
	5.2. Describe different behaviours displayed by puppies
	5.3. Explain appropriate strategies to modify or improve undesirable behaviours
	5.4. Explain when and why it is appropriate to seek external support
6. Be able to create an effective socialisation plan for puppies with the breeder	6.1. Discuss breed specific activities for puppy socialisation and habituation
	6.2. Create a socialisation and enrichment plan for puppies with the breeder
	6.3. Explain the signs of inappropriate socialisation and habituation
	7.1. Outline the concept of nature versus nurture in dog development

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7. Understand how learning, environment, genetics and individual characteristics influence behaviour	7.2. Discuss how learning history, environmental factors and genetics impact behaviour
	7.3. Explain epigenetics in the context of canine development
	7.4. Discuss how the behaviour of the dam can affect puppy behaviour
	7.5. Describe behaviours in a dog that may indicate they are not suitable for breeding
8. Understand how to assess and manage multi-dog environments	8.1. Discuss the challenges of multi-dog environments
	8.2. Describe signs of wanted and unwanted behaviours in multi-dog environments
	8.3. Describe strategies to address challenges in multi-dog environments

Unit 3024: Responsible Dog Breeding

IPN Code 3024

Reg Code J/651/8335

Level 3

Credits 1

GLH 2

TUT 10

Unit aim

The aim of this unit is to equip Learners with the knowledge to make informed breeding decisions. Learners will explore the principles of epigenetics and its impact on dogs. Learners will explore the risks associated with poor breeding selection and develop the ability to observe, assess, and create behavioural profiles for puppies to ensure they are matched with suitable homes. The unit also covers the creation of whole-life support plans and the importance of breeder and guardian collaboration to ensure ongoing welfare and responsible care throughout the dog's life.

Unit 3024: Responsible Dog Breeding

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of making informed breeding choices and the risks of poor selection	1.1. Discuss how to make informed breeding choices in terms of physical health and temperament
	1.2. Describe the consequences of poor breeding selection
2. Be able to observe and match a puppy with appropriate homes	2.1. Observe and record the behaviour and temperament of a puppy
	2.2. Create behavioural profiles for puppies to help inform matching them to suitable homes
3. Understand long-term	3.1. Explain the role of breeder-guardian collaboration in ensuring long-term welfare of dogs

Unit 3024: Responsible Dog Breeding

care to support dogs throughout their lives	3.2. Outline the components of a whole-life support plan for puppies
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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	17/11/2025	17/11/2030

13. Suggested Learning Resources

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

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

Literature

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

Behan, K. (2012). *Your Dog Is Your Mirror: The Emotional Capacity of Our Dogs and Ourselves*. United States: New World Library.

Brophey, K. (2018). *Meet Your Dog: The Game-Changing Guide to Understanding Your Dog's Behavior*. United States: Chronicle Books LLC.

Landsberg, G., Radosta, L, Ackerman, L (2024) *Behaviour Problems of the Dog and Cat* 4th edition. Elsevier

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

Schuurmans, J. (2024). *The Dial Method™: The Revolutionary System for Raising your Family Dog*. Independently published. ISBN 9798861315166.

Journals

Applied Animal Behaviour Science

Journal of Veterinary Behavior

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 Quality Assurance Requirements

Malpractice and Maladministration Policy and Procedure (including Sanctions)

Version Control

Date of Amendment	Version Number	Amendments
10/11/2025	1.0	First release of document