

# iPET Network

## Level 3 Award in Reptile Keeping, Health and Welfare

### Qualification Specification

Qualification Number:  
610/6317/4



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**iPET Network**

**LED BY INDUSTRY EXPERTS.**

**DRIVEN BY PASSION.**

**BOUNDED BY ANIMALS.**

**GUIDED BY LEARNERS.**

**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

## Reptile Keeping, Health and Welfare

### Key Information

<b>Level</b>	3
<b>Guided Learning Hours</b>	36
<b>Total Qualification Time</b>	80
<b>Credits</b>	6
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote (if access to reptiles)
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Registration Period</b>	12 months
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Sampling Requirements</b>	Summative only
<b>Overall Grading Type</b>	Pass/Fail
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	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](http://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 Reptile Keeping, Health and Welfare** has been developed to provide Learners with the essential knowledge and skills required to care for reptiles safely, ethically, and in line with current legislative and welfare standards. It is suitable for those working with reptiles in private collections, zoos, pet shops, education, or rescue settings, as well as for individuals looking to deepen their understanding of reptile husbandry.

Learners will explore key areas including reptile classification, welfare considerations, and the legal responsibilities involved in reptile keeping, including in relation to venomous species. The qualification develops competency in conducting reptile health checks, safe handling and restraint techniques and implementing effective husbandry practices such as enclosure design, environmental monitoring, cleaning, and maintenance.

Learners will explore the nutritional requirements of reptiles and how enrichment can support natural behaviours and overall well-being. The qualification also covers safe and lawful methods of transporting reptiles and highlights the importance of maintaining accurate records to effectively track feeding, health status, and enclosure conditions.

Learners will develop an understanding of reptile anatomy and physiology to help identify common ailments and injuries. They will explore basic first aid techniques and supportive care methods to promote recovery. The qualification also ensures that responses to reptile health concerns align with current legislation and best practice within the industry.

Overall, this qualification supports safe, responsible, and informed reptile care, with a strong emphasis on animal welfare, legal compliance, and ethical practice.

Upon successful completion of the qualification, Learners will have a strong foundation to progress to further study or work in reptile or exotic animal care.

This qualification is regulated by Ofqual.

### 3.2. Objectives of the Qualification

This qualification has been designed to enable Learners to:

- Understand the general classification of reptiles, their welfare needs and ethical issues.
- Understand the safety and legal requirements of keeping reptiles, including those specific to venomous species.
- Understand and be able to carry out reptile health checks and appropriate handling.
- Understand reptile accommodation design, environmental requirements, cleaning requirements, maintenance and record keeping.
- Be able to measure environmental conditions, perform cleaning tasks, feed reptiles in accordance with species-specific requirements and keep records.
- Understand the nutritional and enrichment needs of reptiles to support their health and natural behaviours.
- Understand the needs of reptiles during transportation and demonstrate safe and appropriate transportation.
- Understand and be able to keep appropriate accurate records.
- Understand basic reptile anatomy and physiology, common ailments and injuries, first aid and the appropriate actions to take in response.
- Understand the euthanasia process.

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.

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

- Level 3 Diploma in Animal Management
- Level 4 HNC in Animal Management
- Can be combined with other qualifications to access Level 4 HNC in Animal Management, foundation degrees or degrees in animal management or zoology
- Employment in the reptile sector
- Further qualifications and CPD in the reptile sector

### 3.3. 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.

### 3.4. 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 Reptile Keeping, Health and Welfare	36	80

### 3.5. Qualification Delivery Requirements

This qualification includes practical components that must be completed face-to-face in person or remotely via a live video call.

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](mailto: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 course. 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	<ul style="list-style-type: none"> <li>Ideally, a relevant regulated reptile qualification, one level higher than that they are teaching.</li> <li>Due to the historical lack of reptile specific qualifications other combinations of qualification and experience may be accepted by iPET Network. For example, As a minimum, one of the following: <ul style="list-style-type: none"> <li>Level 3 Diploma or above in Animal Care/Management</li> <li>A relevant degree in Zoology, Animal Science, or Veterinary Nursing, ideally with modules or experience in herpetology or exotic animal care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Have a minimum of 2 years experience working in the reptile industry</li> <li>Other combinations of qualification and experience may be accepted by iPET Network.</li> </ul>	<ul style="list-style-type: none"> <li>Have completed 15 hours of varied Continuous Professional Improvement over the past year</li> <li>CPD relevant to reptile care industry and applicable to role</li> <li>Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A teaching qualification at Level 3 or above, such as <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>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)</li> <li>Level 3 Award in Education and Training</li> <li>Level 4 or above Certificate in Education (CertEd/PGCERTEd)</li> <li>Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)</li> </ul>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				<ul style="list-style-type: none"> <li>○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)</li> <li>○ Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)</li> <li>○ 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.</li> </ul>
Assessor	See Tutor requirements	See Tutor requirements	<ul style="list-style-type: none"> <li>● Have completed 15 hours of varied Continuous Professional Improvement over the past year</li> <li>● CPD relevant to reptile care industry and applicable to role, e.g. assessment practice</li> <li>● Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days,</li> </ul>	<p>A qualification in vocational assessment at Level 3 or above, such as one of the following:</p> <ul style="list-style-type: none"> <li>○ Level 3 Certificate in Assessing Vocational Achievement (CAVA)</li> <li>○ D32/33</li> <li>○ A1</li> </ul> <p>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</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
			<p>workshops and reflective practice.</p>	<p>the content of the Teaching qualification included assessment.</p> <p>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.</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Internal Quality Assurer	See Assessor requirements	See Assessor requirements	<ul style="list-style-type: none"> <li>• Have completed 15 hours of varied Continuous Professional Improvement over the past year</li> <li>• CPD relevant to reptile care industry and applicable to role</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A qualification in Internal Quality Assurance, such as:</p> <ul style="list-style-type: none"> <li>• D34</li> <li>• V1</li> <li>• Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</li> </ul> <p>(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)</p>

#### 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

#### 4.8. Centre Resources and Equipment

Approved Centres offering this qualification have flexibility in how they deliver the practical elements related to reptile care. Centres are **not required to offer both in-person and remote delivery options**; they may select the most appropriate mode for their resources and learner needs.

Regardless of the chosen delivery method, 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.

### **Core Species and Equipment Requirements**

Centres/Learners must have access to:

A diverse range of reptiles to support practical learning and assessment, including a minimum of:

- One snake species
- One lizard species
- One turtle or tortoise species

These species must cover different ecological niches to ensure a broad practical experience, including:

- At least one arboreal species
- At least one aquatic or semi-aquatic species
- At least one terrestrial species

Essential equipment should include but is not limited to:

- Secure and species-appropriate enclosures
- Environmental control systems (temperature, humidity, lighting)
- Feeding and handling tools
- Cleaning and hygiene supplies
- Environmental monitoring devices (e.g., thermometers, hygrometers)
- Safety equipment for both learners and animals

Affiliation with reputable organisations such as BIAZA (British and Irish Association of Zoos and Aquariums) is strongly recommended. BIAZA-accredited centres are subject to regular

welfare inspections and are recognised for maintaining high standards of animal care and operational compliance.

### **Centres Delivering Face-to-Face / On-Site**

Approved Centres delivering practical sessions on-site must have direct access to the species and equipment listed above within their facilities.

### **Centres Delivering Remotely**

Where practical activities will take place off-site (e.g., at the Learner's home, workplace, or placement), the Approved Centre must ensure - prior to registration and assessment - that the Learner has access to the required species and equipment at that location. Assessment must be conducted via live video call e.g. Zoom or Teams.

## 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 all of the following:		Learners must possess the following:		Learners must possess the following:
<ul style="list-style-type: none"> <li>• Minimum age of 16 years</li> <li>• Be capable of working at a Level 3 or above</li> <li>• Be able to complete the assessments for this qualification in English</li> </ul>	AND	N/A	OR	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
- 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.

If Learners are not attending a centre in person for this qualification, the Approved Centre must assess and confirm that the Learner has access to a suitable range of reptiles and appropriate facilities to carry out practical elements of the qualification.

## 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](mailto: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.

Learners that have completed the iPET Network Level 3 Award in an Introduction to Reptile Keeping qualify for exemption from Unit 395 - Introduction to Reptile Biology, Welfare and Ethics.

## 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 8 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
395	<b>Introduction to Reptile Biology, Welfare and Ethics</b>	3	1	5	10	
397	<b>Principles of Reptile Health and Husbandry</b>	3	2	7	20	
398	<b>Reptile Anatomy and Disease</b>	3	2	10	20	
399	<b>Practical Reptile Health and Husbandry</b>	3	3	14	30	
<b>TOTALS</b>				<b>8</b>	<b>36</b>	<b>80</b>

### 10.2. Level Descriptor

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

(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

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 regardless of the decision.

## 12. Qualification Unit Breakdown

### Unit 395: Introduction to Reptile Biology, Welfare and Ethics

IPN Code	395	Unit aim	This unit provides Learners with a foundational understanding of reptile classification, key characteristics and species identification. Learners will explore the major taxonomic groups within the class Reptilia and examine the defining characteristics that distinguish lizards, snakes, turtles, tortoises, and crocodilians. It also explores the principles of responsible reptile ownership, addressing key welfare needs, common husbandry mistakes, and practical solutions. Learners will consider legal responsibilities, safety considerations, and ethical issues related to keeping reptiles in domestic and professional environments.
Reg Code	M/651/7672		
Level	3		
Credits	1		
GLH	5		
TUT	10		

### Unit 395: Introduction to Reptile Biology, Welfare and Ethics

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the general classification of reptiles	1.1. Explain the classification of reptiles 1.2. Describe key characteristics of the common reptile groups 1.3. Identify common species of reptiles
2. Understand the welfare and ethical issues of keeping reptiles	2.1. Explain welfare needs of reptiles 2.2. Outline common mistakes made by reptile keepers 2.3. Explain how to resolve welfare issues for reptiles
3. Understand health and safety, legal and ethical considerations	3.1. Summarise relevant health, safety and animal welfare legislation for keeping reptiles 3.2. Describe key health and safety considerations when keeping reptiles 3.3. Discuss the ethical issues of keeping reptiles

## Unit 395: Introduction to Reptile Biology, Welfare and Ethics

when keeping  
reptiles

## Unit 397: Principles of Reptile Health and Husbandry

IPN Code	397	Unit aim	This unit provides learners with the knowledge and understanding of caring for reptiles safely. It covers health checking, species-specific handling and restraint techniques, sexing, and the design and maintenance of suitable accommodation. Learners will explore environmental, nutritional, and enrichment needs, as well as legal considerations, including the handling of venomous species. The unit also includes the theory of safe transportation practices and the importance of accurate record keeping supporting high standards of welfare and compliance.
Reg Code	T/651/7674		
Level	3		
Credits	2		
GLH	7		
TUT	20		

## Unit 397: Principles of Reptile Health and Husbandry

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to health check a reptile	1.1. Describe how to perform a health check on a reptile 1.2. Describe signs of health and ill-health in a variety of reptile species 1.3. Describe how specific signs of reptile health or ill-health relate to husbandry conditions
2. Understand legislative requirements for keeping and handling venomous reptiles	2.1. Describe the legal, licensing and other key requirements when keeping and handling venomous reptiles
3. Understand how to handle a variety of reptile species	3.1. Describe suitable handling techniques and safe selection of equipment for different reptile species
4. Know reptile sexing techniques	4.1. Outline appropriate techniques for sexing reptiles
5. Understand accommodation design for reptiles	5.1. Describe different types of accommodation suitable for specific species of reptiles 5.2. Describe different types of substrate suitable for a variety of reptile species

## Unit 397: Principles of Reptile Health and Husbandry

	<p>5.3. Describe furniture requirements suitable for a variety of reptile species</p> <p>5.4. Explain how accommodation can influence the health and welfare of reptiles</p>
<b>6. Understand the environmental requirements of reptiles</b>	<p>6.1. Describe the temperature requirements for specific species of reptiles and how best to meet their needs</p> <p>6.2. Describe the lighting requirements for specific species of reptiles and how best to meet their needs</p> <p>6.3. Describe the humidity requirements for specific species of reptiles and how best to meet their needs</p> <p>6.4. Explain how temperature, lighting, ventilation and humidity can influence the health and welfare of reptiles</p>
<b>7. Understand the cleaning routine and requirements of reptile accommodation</b>	<p>7.1. Explain the cleaning routine and requirements for a variety of reptile species</p>
<b>8. Understand the nutritional requirements of reptiles</b>	<p>8.1. Design appropriate food enrichment for a reptile</p> <p>8.2. Identify the different food types for a variety of reptiles</p> <p>8.3. Describe the care and preparation of different food types for reptiles</p> <p>8.4. Summarise the nutritional requirements for specific species of reptiles</p> <p>8.5. Recognise dietary deficiencies in reptiles, their causes and how to address them</p>
<b>9. Understand how to provide enrichment for reptiles</b>	<p>9.1. Explore aspects of physical, environmental and sensory enrichment suitable for specific species of reptiles</p> <p>9.2. Explain how food can be used to enrich the experience of specific species of reptiles</p>
<b>10. Understand the needs of reptiles during transportation</b>	<p>10.1. Describe appropriate equipment used in the transportation of reptiles</p> <p>10.2. Explain how and why to maintain correct environmental conditions during transportation</p> <p>10.3. Explain relevant legislation and record keeping during the transportation of reptiles</p>
<b>11. Understand how and why to keep</b>	<p>11.1. Describe how to accurately take and maintain records for reptile accommodation, health, and feeding</p>

## Unit 397: Principles of Reptile Health and Husbandry

<b>appropriate records</b>	11.2. Explain the importance of record keeping for reptile health and welfare
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## Unit 398: Reptile Anatomy and Disease

IPN Code	398	Unit aim	This unit aims to provide Learners with a foundational understanding of reptile anatomy and physiology to support health, welfare, and effective care practices. Learners will explore common ailments and injuries in reptiles, appropriate first aid responses, and the administration of basic treatments. The unit also includes guidance on adjusting accommodation to aid recovery, ensuring learners can apply suitable changes to support recovery. Learners will also gain an understanding of the euthanasia process, including when it may be necessary and the ethical and procedural considerations involved. The learner will have an appreciation for the relevant animal welfare legislation and professional standards.
Reg Code	Y/651/7675		
Level	3		
Credits	2		
GLH	10		
TUT	20		

## Unit 398: Reptile Anatomy and Disease

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand basic anatomy and physiology of reptiles	1.1. Identify the anatomical points and location of major organs in reptiles 1.2. Summarise the main physiological systems in reptiles 1.3. Explain how the basic physiology of reptiles influences their nutrition, accommodation and health requirements
2. Understand common reptile ailments, injuries and actions to take	2.1. Summarise the main types of infection 2.2. Identify common injuries in reptiles 2.3. Explain common diseases for specific species of reptiles including their cause, signs and treatment 2.4. Describe the common types of parasites in reptiles including their signs and treatment 2.5. Describe actions to take when signs of poor health are identified

## Unit 398: Reptile Anatomy and Disease

	2.6. Describe routine and preventive activities that can promote good health
<b>3. Understand accommodation adjustments for promoting recovery</b>	3.1. Explain how adjustments to accommodation can promote recovery for various conditions
<b>4. Understand how to administer various types of treatments and first aid for common injuries</b>	4.1. Describe how to carry out various types of treatments  4.2. Describe how to carry out first aid for common injuries
<b>5. Know the euthanasia process for reptiles</b>	5.1. Explain the legislation relevant to euthanasia in reptiles  5.2. Outline the process and methods of euthanasia in reptiles

## Unit 399: Practical Reptile Health and Husbandry

IPN Code	399	Unit aim	This unit enables learners to develop and apply practical skills in reptile care and husbandry. Learners will gain practical skills in conducting thorough health checks, safe and confidently handle and feed reptiles. Learners will also gain experience in maintaining, and monitoring suitable enclosures that meet the environmental, health, and welfare requirements of different reptiles, including temperature, humidity, lighting, and enrichment. In addition, learners will demonstrate correct methods for the safe and humane transportation of reptiles and will maintain accurate, detailed records in line with best practice and relevant legislation.
Reg Code	A/651/7676		
Level	3		
Credits	3		
GLH	14		
TUT	30		

## Unit 399: Practical Reptile Health and Husbandry

Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
<b>1. Be able to health check a reptile</b>		1.1. Demonstrate a comprehensive health check on a reptile
<b>2. Be able to correctly handle and restrain reptiles</b>		2.1. Approach, handle and restrain a reptile safely
<b>3. Be able to complete a risk assessment for reptile keeping</b>		3.1. Complete a risk assessment for reptile keeping
<b>4. Be able to maintain reptile accommodation</b>		4.1. Demonstrate mapping of reptile accommodation 4.2. Measure basic parameters for reptile housing and make amendments where necessary 4.3. Carry out a cleaning protocol for the daily husbandry and maintenance of reptile accommodation
<b>5. Be able to feed a reptile</b>		5.1. Demonstrate feeding a reptile to meet its nutritional and species requirements
<b>6. Be able to transport reptiles safely</b>		6.1. Demonstrate transporting reptiles safely

## Unit 399: Practical Reptile Health and Husbandry

<b>7. Be able to keep accurate records</b>	7.1. Record appropriate information for reptile keeping with accuracy
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For guidance on assessment, including principles of assessment and methods that may be used, Approved 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	01/09/2025	01/09/2030

## 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

Girling et al. (2019) BSAVA Manual of Reptiles, 3rd edition. British Small Animal Veterinary Association.

### Websites

<https://www.arc-trust.org/>

<https://www.rspca.org.uk/adviceandwelfare/pets/other>

### Legislation

[Animal Welfare Act 2006](#)

[Dangerous Wild Animals Act 1976](#)

## 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](http://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
01/09/2025	1.0	First release of document