

# iPET Network

## Suite of Level 2 Dog Grooming Assistants & Support Qualifications

### Qualification Specification

Qualification Number: 610/7144/4

Qualification Number: 610/7145/6



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### **iPET Network**

**LED BY INDUSTRY EXPERTS.**

**DRIVEN BY PASSION.**

**BOUND 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 Ls of all abilities to help them reach their full potential and goals.

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# Qualification Summary – Level 2 Award for Dog Grooming Assistants

## Key Information

<b>Level</b>	2
<b>Guided Learning Hours</b>	70
<b>Total Qualification Time</b>	80
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote (with conditions)
<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, Practical Observation, Witness Testimony
<b>Sampling Requirements</b>	Summative only
<b>Overall Grading Type</b>	Pass/Fail
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks, Practical Observation Record, Witness Testimony / Assessor Observation Form, Grooming Log, Dog Health Check Form

# Qualification Summary – Level 2 Award in Dog Grooming Support

## Key Information

<b>Level</b>	2
<b>Guided Learning Hours</b>	35
<b>Total Qualification Time</b>	43
<b>Age Range</b>	14+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote (with conditions)
<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, Practical Observation, Witness Testimony
<b>Sampling Requirements</b>	Summative only
<b>Overall Grading Type</b>	Pass/Fail
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks, Practical Observation Record, Witness Testimony / Assessor Observation Form, Practical Log, Dog Health Check Form

## 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 These Qualifications

### 3.1. Qualification Overviews

#### **iPET Network Level 2 Award for Dog Grooming Assistants**

The **iPET Network Level 2 Award for Dog Grooming Assistants** has been designed as an introduction to dog grooming for Learners wishing to become an assistant in a dog grooming salon. This qualification provides Learners with an understanding of the roles and responsibilities of a dog groomer's assistant, the legislation that applies to the role and the practical tasks an assistant may be required to carry out.

The qualification also covers basic anatomy and physiology, first aid, an understanding of hazards and risk assessment, and an introduction to tools and equipment. Learners will be required to carry out practical tasks such as handling and grooming e.g. bathing, drying, clipping, de-shedding and nail trimming. By combining theoretical knowledge with practical

skills, this qualification equips Learners with the knowledge and skills associated with the dog groomer's assistant role.

This qualification offers a shorter, smaller, practically focused programme compared with the broader Level 3 qualifications, which appeals to first-time Learners and those not yet ready to progress to Level 3. By combining theory with practical experience, the qualification supports the development of real workplace skills aligned with industry expectations. This Award offers a clear progression route into Level 3 dog grooming qualifications, though it is not a prerequisite for them.

This qualification is regulated by Ofqual.

## **iPET Network Level 2 Award in Dog Grooming Support**

The **iPET Network Level 2 Award in Dog Grooming Support** has been designed as an introduction to the role of supporting a dog groomer in a salon environment. This qualification provides Learners with an understanding of roles and responsibilities, relevant legislation and the practical tasks that they may be required to carry out under supervision.

The qualification also covers basic anatomy and physiology, first aid, an understanding of hazards and risk assessment, and an introduction to tools and equipment. Learners will be required to carry out practical tasks such as handling, bathing, drying and brushing.

This qualification offers a shorter, smaller, practically focused programme compared with the broader Level 3 qualifications, which appeals to first-time Learners and those not yet ready to progress to Level 3. The qualification may also appeal to individuals who are home-schooled or seeking a qualification at a younger age. By combining theory with practical experience, the qualification supports the development of real workplace skills aligned with industry expectations. This Award offers a clear progression route into Level 3 dog grooming qualifications, though it is not a prerequisite for them.

This qualification is regulated by Ofqual.

### 3.2. Objectives of the Qualification

#### **iPET Network Level 2 Award for Dog Grooming Assistants**

This qualification has been designed to enable Learners to:

- Understand roles and responsibilities within a grooming salon.
- Understand legislation relating to dog grooming.
- Understand health and safety issues in a grooming salon.
- Understand common salon equipment and tools and their correct usage.
- Know basic dog anatomy and the variations in basic dog anatomy and physiology.
- Know how to conduct resuscitation (CPR) on a dog.
- Understand how to respond to canine emergencies, such as bleeding, heatstroke, seizures, insect stings and burns.
- Be able to apply bandages on a dog.
- Be able to handle dogs safely and humanely during grooming tasks.
- Be able to perform a health check on a dog.
- Be able to maintain hygiene and safety and work in accordance with legislation, codes of practice and organisational policies.
- Understand how to plan a groom and create a dog grooming plan.
- Be able to carry out routine bathing and drying procedures.
- Be able to carry out coat preparation and nail trimming tasks under supervision.
- Be able to carry out a basic groom.
- Be able to demonstrate professional behaviour in a grooming setting.

Depending on the needs of the Learner, this qualification 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.

## **iPET Network Level 2 Award in Dog Grooming Support**

This qualification has been designed to enable Learners to:

- Understand roles and responsibilities within a grooming salon.
- Understand legislation relating to dog grooming.
- Understand health and safety issues in a grooming salon.
- Understand common salon equipment and tools and their correct usage.
- Know basic dog anatomy and the variations in basic dog anatomy and physiology.
- Know how to conduct resuscitation (CPR) on a dog.
- Understand how to respond to canine emergencies, such as bleeding, heatstroke, seizures, insect stings and burns.
- Be able to apply bandages on a dog.
- Be able to handle dogs safely and humanely during grooming tasks.
- Be able to perform a health check on a dog.
- Be able to maintain hygiene and safety and work in accordance with legislation, codes of practice and organisational policies.
- Understand how to plan a groom and create a dog grooming plan.
- Be able to carry out routine bathing, drying and brushing procedures.
- Be able to demonstrate professional behaviour in a grooming setting.

Depending on the needs of the Learner, this qualification 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 these qualifications:

- iPET Network Level 3 Award in an Introduction to Dog Grooming
- iPET Network Level 3 Certificate in Dog Grooming and Introduction to Styling
- iPET Network Level 3 Diploma in Dog Grooming and Salon Management
- Employment in the grooming sector

### 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 2 Award for Dog Grooming Assistants	70	80
iPET Network Level 2 Award in Dog Grooming Support	35	43

### 3.6. Qualification Delivery Requirements

Due to the practical nature of these qualifications, practical training must take place face-to-face, in person and under supervision of either the Assessor, Tutor or Witness.

The Practical Observation (L2-PO-0032/L2-PO-0033) can take place face-to-face, in person, or via remote but live, in real-time via video call e.g. Zoom or Teams. If the Practical Observation is conducted remotely, the Learner must have access to the correct equipment. In addition to the Assessor being present on a live video call, there must be an experienced member of grooming staff present in person to supervise. This supervision relates solely to

overseeing safety and welfare; they must not assist, intervene, or participate in the groom itself, in accordance with the **Assessment Conditions Guidance**. However, if at any point a welfare or safety concern arises, the supervisor must intervene immediately to protect the wellbeing of those involved, the assessment must be stopped and recorded as incomplete.

The remainder of 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 these Qualifications

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](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 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.

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

#### 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>A relevant regulated qualification, one level higher than that they are teaching. For example,               <ul style="list-style-type: none"> <li>Level 3 Diploma or above qualification in Dog Grooming</li> </ul> </li> </ul> <p>AND:</p> <p>Hold or be one of the following:</p> <ul style="list-style-type: none"> <li>A Level 2* or above regulated qualification in canine first aid, e.g.:               <ul style="list-style-type: none"> <li>iPET Network Level 2 Award in First Aid for Dogs</li> <li>iPET Network Level 3 Award in Canine Emergency First Aid</li> <li>iPET Network Level 3 Award in Canine First Aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Have a minimum of 12 months experience (full-time equivalent) in dog grooming</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 Continuous Professional Improvement over the past year</li> <li>CPD relevant to subject 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>• A regulated qualification in either dog grooming including a first aid unit, e.g.:               <ul style="list-style-type: none"> <li>○ iPET Network Level 3 Diploma in Dog Grooming and Salon Management;</li> <li>○ Or equivalent.</li> </ul> </li> <li>• Registered Veterinary Nurse (RVN)</li> <li>• Veterinary Surgeon (MCRVS)</li> </ul> <p>Non-regulated but accredited courses completed in canine first aid may also be considered at the discretion of iPET Network.</p> <p>*A Level 3 regulated qualification in canine first aid is preferred.</p>			<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</li> </ul> <p>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.</p>
Assessor	See Tutor requirements	See Tutor requirements	<ul style="list-style-type: none"> <li>• Have completed 15 hours of Continuous Professional Improvement over the past year</li> <li>• CPD relevant to subject and applicable to role e.g. assessment practice</li> <li>• Types of CPD completed should be varied. For</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>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
			<p>example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</p>	<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 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</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				signatory should not also be the IQA.
Internal Quality Assurer	See Tutor requirements	See Tutor requirements	<ul style="list-style-type: none"> <li>• Have completed 15 hours of Continuous Professional Improvement over the past year</li> <li>• CPD relevant to subject 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 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 Dog Types and Equipment Requirements**

Centres/Learners must have access to:

A diverse range of dog coat types/breeds to support practical learning and assessment, including a minimum of at least 4 of the below:

- One double coat
- One wire coat
- One wool coat
- One wool mix coat
- One silky coat

Essential equipment should include but is not limited to:

- Grooming tables with non-slip surface
- Bath
- Brushes and combs for different coat types
- Nail trimming tools
- Dryers with adjustable settings
- Cleaning and disinfection supplies for tools and workspaces
- Personal protective equipment (e.g. grooming aprons, gloves)
- Bandaging supplies (e.g. mannequin, stuffie or suitable alternative, vet wrap, conforming bandage, dressing)
- Handling equipment
- Clippers and blades suitable for dog grooming (Level 2 Award for Dog Grooming Assistants only)
- A variety of scissors (Level 2 Award for Dog Grooming Assistants only)

#### **4.9. Safeguarding and Delivery Requirements for Learners Aged 14-16**

Approved Centres delivering qualifications to Learners aged 14 -16 must ensure that all aspects of delivery are safe, appropriate, and fully supportive of younger Learners. Learners under 16 are legally minors and therefore require additional safeguards.

Centres must ensure that:

- Risk assessments take in consideration the age and experience of Learners
- Enhanced safeguarding, supervision, and consent procedures are in place for Learners under 16
- Learning activities are age-appropriate, risk-managed, and supportive
- Parents/carers of 14–16-year-olds are fully informed and have provided consent
- Parental agreement for digital imagery (photographs and/or video) has been obtained using the **Digital Imagery Consent Form** (where applicable)
- Centres, employers and work experience placements, must ensure that, where applicable, Employer Liability insurance covers Learners aged 14 and over.
- Safe environments, trained staff, and clear procedures underpin all aspects of delivery

## 5. Learner Requirements

### 5.1. Entry Requirements

All Learners must meet the following criteria:

<b>1. Minimum Age and Requirements</b> Learners must possess <b>all</b> of the following:	AND	<b>2. Subject-specific Qualifications</b> Learners must possess the following:	OR	<b>3. Relevant Experience</b> Learners must possess the following:
<ul style="list-style-type: none"> <li>• Minimum age of 14 years</li> <li>• Be capable of working at a Level 2 or above</li> <li>• Be able to complete the assessments for this qualification in English</li> </ul>		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](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.

## 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 for Dog Grooming Assistants	12
iPET Network Level 2 Award in Dog Grooming Support	12

All Learners will be registered with iPET Network for a maximum period as outlined 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 these qualifications.

### **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

#### iPET Network Level 2 Award for Dog Grooming Assistants 610/7144/4

The structure of the qualification is as follows:

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory Number
239	Introduction to Dog Grooming	2	7	10	A/651/9791
240	Dog Anatomy and Basic First Aid	2	7	10	D/651/9792
241	Practical Dog Grooming for Assistants	2	56	60	F/651/9793
<b>TOTALS</b>			<b>70</b>	<b>80</b>	

#### iPET Network Level 2 Award in Dog Grooming Support 610/7145/6

The structure of the qualification is as follows:

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory Number
239	Introduction to Dog Grooming	2	7	10	A/651/9791
240	Dog Anatomy and Basic First Aid	2	7	10	D/651/9792
242	Practical Dog Grooming Support	2	21	23	H/651/9794
<b>TOTALS</b>			<b>35</b>	<b>43</b>	

## 10.2. Level Descriptor

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

*(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 11.7 in the **Qualification 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 these qualifications are conducted in English.

When delivering these 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 these qualifications, in line with the regulator's defined categories, are a **Portfolio of Evidence and Practical Demonstration**.

#### **11.4. Specimen Assessment Materials**

Specimen assessment materials are not applicable to these qualifications and therefore are not provided.

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

#### **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**

These qualifications are 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 239: Introduction to Dog Grooming	
<b>IPN Code</b>	239
<b>Reg Code</b>	A/651/9791
<b>Level</b>	2
<b>GLH</b>	7
<b>TQT</b>	10
<b>Unit aim</b>	This unit is an introduction to dog grooming and salon equipment. Learners will understand the roles and responsibilities of a dog grooming assistant within a salon and the legislation that applies to the role. They will understand the hazards that are present in a grooming environment and how to control the associated risks. They will be introduced to the tools and equipment relating to grooming and their purpose. Learners will be taught how to plan a groom and create a grooming plan.

Unit 239: Introduction to Dog Grooming	
Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
<b>1. Understand roles and responsibilities within a grooming salon</b>	1.1. Describe the responsibilities of individuals working within a grooming salon
	1.2. Explain why it is important to observe and assess dog body language
	1.3. Describe signs of stress, fear, aggression, anxiety and relaxation
	1.4. Outline factors that may influence a dog's behaviour during the groom
	1.5. Outline how to prevent undesirable behaviours from escalating
<b>2. Understand legislation relating to dog grooming</b>	2.1. Outline legislation relating to the dog's welfare whilst in the grooming salon
	2.2. Outline legislation relating to health and safety in the grooming salon
	2.3. Explain how data protection legislation relates to a dog grooming salon

## Unit 239: Introduction to Dog Grooming

	2.4. Explain the importance of client consent and record-keeping
<b>3. Understand health and safety issues in a grooming salon</b>	3.1. Identify potential hazards to humans in a grooming salon
	3.2. Identify how the risks are controlled
<b>4. Understand common salon equipment and tools and their correct usage</b>	4.1. Identify common salon equipment and tools
	4.2. Explain the purpose of each piece of equipment
	4.3. Describe the correct storage and maintenance of a range of equipment and its importance
<b>5. Understand how to plan a groom</b>	5.1. Explain the requirements for planning a groom
	5.2. Explain how to assess a dog for grooming
	5.3. Explain the factors that would influence any modifications
	5.4. Explain circumstances that could lead to a groom termination and the actions that should be taken
	5.5. Explain the impact of grooming a dog in poor health and not escalating welfare concerns
<b>6. Be able to create a dog grooming plan</b>	6.1. Create a dog grooming plan to meet the requirements of the dog and customer

## Unit 240: Dog Anatomy and Basic First Aid

**IPN Code** 240

**Unit aim**

The aim of this unit is that the Learner will know the basic anatomy and physiology of a dog and the possible variations. They will understand basic first aid such as dealing with seizures and heat stroke. Learners will be able to apply a bandage to stem bleeding.

**Reg Code** D/651/9792

**Level** 2

**GLH** 7

**TUT** 10

## Unit 240: Dog Anatomy and Basic First Aid

Learning Outcomes	Assessment Criteria
<b>The Learner will:</b>	<b>The Learner can:</b>
<b>1. Know basic dog anatomy</b>	1.1. Identify the external anatomical features of a dog
	1.2. Identify bones, joints and functions of the dog skeleton
	1.3. Identify the structure of nails and the importance of keeping correct nail length
<b>2. Understand the variations of dog anatomy and physiology</b>	2.1. Describe different dog coat types
	2.2. Identify different dog skull shapes
	2.3. Describe different chest shapes and sizes including breed examples
	2.4. Describe some extreme anatomical features found in dogs
<b>3. Know how to conduct Cardiopulmonary Resuscitation (CPR) on a dog</b>	3.1. State what the letters in DR ABC represent
	3.2. Outline how to carry out DR ABC
	3.3. Describe how to put a dog into the recovery position
	3.4. Describe the process of giving CPR to a dog
	3.5. Compare examples of when CPR differs depending on the dog's physiology
<b>4. Understand bleeding in dogs</b>	4.1. Explain potential causes of bleeding in a grooming salon
	4.2. Describe different methods of controlling bleeding in a first aid setting
	5.1. Explain potential causes of heatstroke

## Unit 240: Dog Anatomy and Basic First Aid

5. Understand heatstroke in dogs	5.2. Describe the signs of heat stress and heat stroke
	5.3. Explain the first aid care for a dog suffering heat stroke
6. Know how to deal with seizures in dogs	6.1. Describe the signs of a dog having a seizure
	6.2. Outline the actions that should be taken when a dog has a seizure
7. Know how to provide first aid care for insect stings	7.1. Outline the first aid care for a wasp sting
	7.2. Outline the first aid care for a bee sting
8. Know how to provide first aid care for a heat burn	8.1. Explain how a heat burn could occur in a grooming salon
	8.2. Outline the first aid care for a heat burn

## Unit 241: Practical Dog Grooming for Assistants

<b>IPN Code</b>	241	<b>Unit aim</b>	The aim of this unit is for the Learner to gain practical experience in maintaining a safe and hygienic environment for grooming and to be able to handle dogs correctly and humanly during grooming and whilst carrying out a health check. They will be able to work professionally within the legislation and organisational policies and carry out basic grooming tasks such as bathing and drying a dog, trimming nails and cleaning ears and demonstrating techniques such as tidying, clipping, de shedding.
<b>Reg Code</b>	F/651/9793		
<b>Level</b>	2		
<b>GLH</b>	56		
<b>TQT</b>	60		

## Unit 241: Practical Dog Grooming for Assistants

Learning Outcomes	Assessment Criteria
<b>The Learner will:</b>	<b>The Learner can:</b>
<b>1. Be able to maintain hygiene and safety within a grooming environment</b>	1.1. Demonstrate correct cleaning and disinfection of work area, grooming tools and equipment
	1.2. Demonstrate correct storage and routine maintenance of equipment
	1.3. Demonstrate the correct disposal of waste
	1.4. Use appropriate PPE and follow salon safety protocols
<b>2. Be able to handle dogs safely and humanely during grooming tasks</b>	2.1. Demonstrate safe lifting and restraint techniques for dogs of different ages, breed and sizes
	2.2. Demonstrate positive handling methods that promote canine welfare
<b>3. Be able to perform a health check on a dog</b>	3.1. Demonstrate performing a health check on a dog and record the results
<b>4. Be able to work in accordance with legislation, codes of practice and</b>	4.1. Demonstrate compliance to relevant legislation, codes of practice and policies

## Unit 241: Practical Dog Grooming for Assistants

<b>organisational policies</b>	
<b>5. Be able to carry out routine bathing and drying procedures</b>	5.1. Select suitable shampoos and products for bathing a dog
	5.2. Demonstrate correct dilution of grooming products
	5.3. Demonstrate correct storage of grooming products
	5.4. Demonstrate safe bathing and drying techniques under supervision
	5.5. Record and report observations of the dog's skin and coat condition
<b>6. Be able to carry out coat preparation and nail trimming tasks under supervision</b>	6.1. Demonstrate correct techniques for brushing and combing
	6.2. Demonstrate basic nail trimming and ear cleaning
	6.3. Maintain the dog's comfort and welfare throughout the grooming process
<b>7. Be able to apply bandages on a dog</b>	7.1. Demonstrate methods of applying two different bandages on a dog
<b>8. Be able to carry out a basic groom</b>	8.1. Demonstrate different grooming techniques
	8.2. Demonstrate removing excess hair from the dog's hygiene area
	8.3. Record grooming tasks and client requests accurately
<b>9. Be able to demonstrate professional behaviours in a grooming setting</b>	9.1. Communicate effectively in a salon environment
	9.2. Follow workplace instructions and work as part of a grooming team
	9.3. Demonstrate punctuality, reliability, and personal presentation standards

## Unit 242: Practical Dog Grooming Support

**IPN Code** 242

**Unit aim**

The aim of this unit is for the Learner to gain practical experience in maintaining a safe and hygienic environment for grooming and to be able to handle dogs correctly and carry out a health check. They will be able to work professionally within the legislation and organisational policies and carry out basic grooming tasks such as bathing, drying and brushing dogs.

**Reg Code** H/651/9794

**Level** 2

**GLH** 21

**TQT** 23

## Unit 242: Practical Dog Grooming Support

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
<b>1. Be able to maintain hygiene and safety within a grooming environment under supervision</b>	1.1. Demonstrate correct cleaning and disinfection of work area, grooming tools and equipment
	1.2. Demonstrate correct storage and routine maintenance of equipment
	1.3. Demonstrate the correct disposal of waste
	1.4. Use appropriate PPE and follow salon safety protocols
<b>2. Be able to handle dogs safely and humanely during grooming tasks under direct supervision</b>	2.1. Demonstrate safe lifting and restraint techniques for dogs of different ages, breed and sizes
	2.2. Demonstrate positive handling methods that promote canine welfare
<b>3. Be able to perform a health check on a dog under direct supervision</b>	3.1. Demonstrate performing a health check on a dog and record the results

## Unit 242: Practical Dog Grooming Support

<p><b>4. Be able to work in accordance with legislation, codes of practice and organisational policies</b></p>	<p>4.1. Demonstrate compliance to relevant legislation, codes of practice and policies</p>
<p><b>5. Be able to carry out routine bathing and drying procedures under direct supervision</b></p>	<p>5.1. Select suitable shampoos and products for bathing a dog</p> <p>5.2. Demonstrate correct dilution of grooming products</p> <p>5.3. Demonstrate correct storage of grooming products</p> <p>5.4. Demonstrate safe bathing and drying techniques under supervision</p> <p>5.5. Record and report observations of the dog's skin and coat condition</p>
<p><b>6. Be able to carry out coat preparation tasks under direct supervision</b></p>	<p>6.1. Demonstrate correct techniques for brushing and combing</p> <p>6.2. Maintain the dog's comfort and welfare throughout the grooming process</p>
<p><b>7. Be able to apply bandages on a dog</b></p>	<p>7.1. Demonstrate methods of applying two different bandages on a dog</p>
<p><b>8. Be able to demonstrate professional behaviours in a grooming setting</b></p>	<p>8.1. Communicate effectively in a salon environment</p> <p>8.2. Follow workplace instructions and work as part of a grooming team</p> <p>8.3. Demonstrate punctuality, reliability, and personal presentation standards</p>

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	16/03/2026	16/03/2031

### 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.

Angus, J., Duffy, Z., Thomas A. (2020). *What every professional Groomer Should Know: The Professional Groomers Textbook*. UK: Independently Published

Dallas, S., North, D, Angus, J. (2006). *Grooming Manual for the Dog and Cat Signals*. UK: Wiley-Blackwell

Fogle, B. (2005). *Caring for Your Dog*. UK: Dorling Kindersley.

Freeth, H. (2014). *Health & Safety at Work Essentials: The One-Stop Guide for Anyone Responsible Health and Safety Issues in the Workplace*, UK: Lawpack Publishing Ltd

Gould, S. (2014) *The Dog Groomer's Manual: A Definitive Guide to the Science, Practice and Art of Dog Grooming*. UK: The Crowood Press Ltd

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

#### Websites

[www.groomersgallery.com](http://www.groomersgallery.com)

[www.thegroomersspotlight.com](http://www.thegroomersspotlight.com)

## Legislation

[Animal Welfare Act 2006](#)

<https://www.hse.gov.uk/riddor/>

<https://www.hse.gov.uk/coshh/>

[www.defra.gov.uk](http://www.defra.gov.uk)

[http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga\\_20060045\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf)

## 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'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 Guidance	Also referred to as indicative content, assessment guidance provides additional explanation to support the interpretation of learning outcomes and assessment criteria within a qualification. It outlines the scope, depth, and key areas of knowledge, skills, and understanding that Learners are expected to demonstrate, without prescribing specific answers. The guidance helps assessors ensure consistency and fairness in judging Learner performance and gives Learners and Centres a clearer understanding of what is expected. It is not intended to be exhaustive or restrictive, but rather to illustrate the range and level of evidence that would meet the requirements of the assessment criteria.

### Version Control

Date of Amendment	Version Number	Amendments
04/03/2026	1.0	First release of document