Qualification Specification

GA Level 3 Award in Dog Friendly Hospitality   610/2905/1

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1: Qualifications Overview

1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 3 Award in Dog Friendly Hospitality.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at http://register.ofqual.gov.uk.

This qualification is not designed to replace an existing qualification.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Award in Dog Friendly Hospitality	610/2905/1	26/06/2023	June 2028

1.3 Qualification Aims and Objectives

In the GA Level 3 Award in Dog Friendly Hospitality, learners will explore the body language of dogs, how to approach a dog safely, and the risks and hazards associated with dogs. Learners will also gain knowledge of dog first aid and how to be safe around dogs in a hospitality setting. Learners will gain knowledge of how to conduct themselves around dogs to maximise the safety of themselves, the dogs and others.

It is an ideal qualification for individuals or professionals working in the hospitality industry who want to enhance their knowledge and skills in accommodating guests with dogs. It could also be beneficial for entrepreneurs planning to start a dog-friendly hospitality business with an interest in staying safe around dogs. It is also an ideal qualification for anyone interested in a career or volunteer position related to dog welfare, training and other pet professionals.

1.4 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 3 Award in Dog Friendly Hospitality (610/2905/1)				
Mandatory Units	**Unit Reference**	**Credits**	**GLH***	**Study Time****
1. Awareness of Dog Health and Welfare in Hospitality Settings	A/650/7612	4	30	10
2. Safety Around Dogs in Hospitality Settings	D/650/7613	4	30	10
		Total Credits 8	**Total GLH* 60**	**TQT** 80**

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of

participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the **'Study Time'** above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.5 Rules of Combination

This qualification consists of two mandatory units. There are no optional units.

The mandatory units within the qualification are detailed in Section 1.4 above. Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for the unit are provided in Section 4 below.

There are no further rules of combination.

1.6 Intended Audience, Age and Entry Requirements

This qualification is ideal for learners from a range of backgrounds and with a range of personal and professional aspirations, for example:

Hotel managers and staff: hospitality professionals working in hotels, resorts, or lodges who want to create a dog-friendly environment and provide excellent services for guests with dogs.

Restaurant and café owners: individuals who own or manage restaurants or cafes and wish to make their establishments dog-friendly, ensuring a positive dining experience for customers accompanied by their dogs.

Holiday rental owners and managers: those involved in the holiday rental industry, such as property owners, property managers, and holiday rental platforms, who want to attract dog-owning guests and offer suitable amenities and services.

Event and venue managers: professionals responsible for organising events, conferences, or weddings in venues, who are interested in accommodating attendees who wish to bring their dogs.

Tourism and hospitality entrepreneurs: individuals planning to start their own dog-friendly hospitality business, such as a dog-friendly hotel or a specialised dog daycare facility.

Customer service professionals: front desk staff, concierge, and customer service representatives who interact with guests and want to provide excellent service to those with dogs.

This qualification is intended for learners aged 16 and above.

There are other no formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above) or equivalent).

It is recommended that prior to commencing a programme of study leading to this qualification, candidates receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 3 Award in Dog Friendly Hospitality is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in hospitality management or animal care-related careers within the sector.

1.9 Language of Assessment

This qualification is offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification are not graded on a scale. Learners are assessed as Pass or Fail.

Learners who aren't successful can resubmit work within the registration period.

1.11 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website: www.gatehouseawards.org

Section 2 – Qualification Delivery, Assessment Model and Certification

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Registering Candidates & Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 52 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering this GA qualification must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:

  o Level 3 Award in Assessing Competence in the Work Environment
  o Level 3 Certificate in Assessing Vocational Achievement
  o A1 Assess candidate performance using a range of methods
  o D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

- hold one of the following internal quality assurance qualifications or their recognised equivalent:

- o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- o V1 Conduct internal quality assurance of the assessment process
- o D34 Internally verify the assessment process

- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

3.2 Assessment of Candidates

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of this GA qualification.

Candidates are assessed on the evidence contained within their portfolio.

3.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements

- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.9 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Please note, any references to books, journals, websites or other third party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

3.10 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.11 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.12 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.13 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.14 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 GA Level 3 Award in Dog Friendly Hospitality (610/2905/1)

Mandatory Unit		GLH	Credits	Unit Reference
1	**Awareness of Dog Health and Welfare in Hospitality Settings**	30	4	**A/650/7612**

Learners will develop an understanding of the reasons why people keep dogs and why they may wish to bring a dog to a hospitality setting. Learners will explore dog welfare and how welfare is linked to the health of a dog, including some common health conditions experienced by dogs. Learners will also develop an understanding of emergency dog first aid, how to evaluate a first aid situation and administer first aid to dogs in an emergency situation.

Assessment Guidance

Assessment Requirements: Range

Assessment Requirement for LO4, AC 4.3: Learners must reference CPR, burns, cuts, stings, poisoning, heat stroke, and fits.

Indicative Content

This unit should be delivered within the context of hospitality settings, for example hotels, restaurants, cafes, holiday resorts or holiday rentals, events, or dog daycare.

Why people keep dogs as pets: reasons may include emotional companionship, security and protection, physical and mental health benefits, for social interaction, assistance and therapy. The importance of companionship: emotional well-being, a sense of purpose and responsibility and social connection. Reasons why dogs may accompany owners in hospitality settings: traveling with pets, limited pet care options, for special occasions or events.

Animal needs, specifically for dogs: physical needs, social needs, environmental needs, health needs and behavioural needs. The link between dog welfare and health: physical health how good welfare practices, such as providing proper nutrition, veterinary care, and a safe environment, contribute to a dog's physical health and well-being; mental and emotional well-being: how dogs with good welfare experience reduced stress, anxiety, and behavioural issues, leading to improved mental and emotional well-being. Causes and implications of stress on a dog's welfare when within hospitality settings: the unfamiliar environment, lack of routine and predictability, insufficient socialisation or interaction,

inadequate rest or space, negative interactions or handling, the implications of stress leading to physical and behavioural health issues in dogs, such as decreased immune function, digestive problems, aggression, or anxiety disorders.

Zoonotic disease: how infections can be transmitted between animals and humans via direct contact, contaminated surfaces, or vectors like ticks or fleas; examples of zoonotic diseases e.g., rabies, leptospirosis, Lyme disease, and certain strains of influenza. Cross-contamination: the transfer of harmful microorganisms or substances from one surface or source to another, how pathogens or allergens are transferred from dogs to humans, other animals, or environmental surfaces, e.g., sharing food or water bowls, contact with bodily fluids like saliva or faeces. Common dog health conditions to include parasitic infections, skin conditions, respiratory infections, gastrointestinal issues, dental diseases, orthopedic conditions.

Common dog first aid situations e.g., wounds and bleeding, fractures and sprains, heatstroke, hypothermia, choking and respiratory distress, poisoning and ingestion of harmful substances, seizures and fainting, allergic reactions and anaphylaxis. Evaluating a dog first aid emergency: assessing the nature and severity of the emergency, ensuring own personal safety, assessing the dog's condition, gathering information, and seeking veterinary advice. The limitations of the first aider to include their limited medical training, legal considerations, the availability of equipment and resources. Administering dog first aid treatments e.g., basic life support - performing cardiopulmonary resuscitation (CPR) and rescue breathing, wound care, immobilization to prevent further injury, temperature regulation to prevent overheating or hypothermia, the administration of of common first aid medications for dogs, such as antihistamines or activated charcoal, as directed by a veterinarian.

Additional Guidance

Throughout the programme of learning, the centre should make use of case studies and practical examples and provide candidates with opportunities to analyse and interpret signs of dog health, welfare and behaviour through videos, images, or live demonstrations.

It may also be relevant to discuss the ethical implications of misinterpreting or mismanaging the signs of dog health, welfare and behaviour, the potential consequences for both the dog and the humans involved, and to highlight the importance of responsible behaviours, effective communication, and seeking professional assistance when necessary.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand the reasons for dog ownership	1.1 Explain why people keep dogs as pets
	1.2 Explain the importance of companionship
	1.3 Describe the reasons why dogs may accompany owners in hospitality settings
2. Understand dog welfare needs	2.1 Describe the five animal needs, specifically for dogs
	2.2 Explain the link between dog welfare and health
	2.3 Evaluate the causes and implications of stress on a dog's welfare when within hospitality settings
3. Understand dog health	3.1 Explain the term zoonotic disease
	3.2 Explain the term cross-contamination
	3.3 Describe common dog health conditions
4. Understand the principles of dog first aid	4.1 Describe common dog first aid situations
	4.2 Explain how to evaluate a dog first aid emergency
	4.3 Explain the limitations of the first aider
	4.4 Describe how to administer dog first aid treatment

	Mandatory Unit	GLH	Credits	Unit Reference
2	**Safety Around Dogs in Hospitality Settings**	30	4	**D/650/7613**

Learners will develop an understanding of how to conduct themselves safely around dogs in a hospitality setting. Learners will explore how dog body language can communicate and what the body language may look like in different situations within a hospitality setting. Learners will also develop an understanding of how to safely approach a dog, and when approaching is not safe. Learners will also develop an understanding of the risks and hazards associated with dogs and how these risks and hazards can be minimised and/or avoided in a hospitality setting.

Assessment Guidance and Indicative Content

Assessment Requirements: Range

Assessment Requirement for LO1, AC 1.2: the learner must reference the following range: small, medium, large and giant breeds and nervous, friendly, aggressive, submissive and shy dogs.

Assessment Requirement for LO2, AC 2.3: the learner must reference the following range: nervous dog, aggressive dog, content dog, young dog, senior dog.

Assessment Requirement for LO4, AC 4.1: the learner must reference exercise areas, rest areas, toilet areas, and feeding and water areas.

Indicative Content

This unit should be delivered within the context of hospitality settings, for example hotels, restaurants, cafes, holiday resorts or holiday rentals, events, or dog daycare.

Canine communication: Explore subtle aspects of dog body language, including facial expressions, eye contact, ear positions, tail movements, and body postures; how breed and individual personality influence these signals. Contextual interpretation: dog body language in various contexts, like play, social interactions, and stress-inducing situations; the impact of environment, social hierarchy, and past experiences on communication. Vocalisations and signals: Study the meaning of different vocalizations, such as barks, growls, and whines. Decode barks associated with warning, fear, or excitement. Learn non-verbal signals like lip licking, yawning, and paw lifting. Emotional states and stress indicators: Identify emotional expressions and detect signs of stress, anxiety, fear, or aggression; dilated pupils, tense muscles, panting, drooling, and breathing patterns.

Interactions: signs of comfort, trust, and discomfort in interactions with humans; consent, body handling, and appropriate greetings while respecting a dog's boundaries.

Approaching with caution: the importance of approaching a dog calmly and slowly to avoid triggering fear or defensive reactions; techniques e.g., maintaining a side profile, avoiding direct eye contact, and using a relaxed body posture. Gaining consent: the significance of obtaining a dog's consent before approaching and looking for inviting signals, e.g., relaxed body language, wagging tails, and a friendly facial expression. Respecting personal space: a dog's personal space, the appropriate distance to maintain and the importance of allowing the dog to approach willingly. Appropriate touch and interaction: avoiding petting sensitive areas, approaching from the side or chest, and using gentle, slow movements. Reacting to warning signs: how to respond to warning signs from a dog, such as growling, baring teeth, or freezing; the importance of retreating slowly and not escalating the situation.

Risks to dogs when approached or handled improperly resulting in fear, stress, or aggression; risk of physical harm, such as being hit by vehicles or getting into altercations with other dogs; health risks to dogs, e.g., exposure to toxins, infectious diseases, or injuries from hazardous objects or environments. Hazards to humans e.g., bites, scratches, and potential injuries resulting from aggressive behaviour or fear-based reactions; allergies; zoonotic diseases transmitted from dogs to humans; children and vulnerable individuals are particularly susceptible to hazards posed by dogs. Appropriate training and socialisation to minimise aggression and fear-related hazards; responsible ownership/management practices, e.g., proper leash handling, supervision, adherence to local regulations; public education and awareness campaigns; dog-friendly policies in public spaces, such as designated off-leash areas or responsible pet ownership programs.

Additional Guidance

Throughout the programme of learning, the centre should make use of case studies and practical examples and provide candidates with opportunities to analyse and interpret dog behaviour through videos, images, or live demonstrations.

It may also be relevant to discuss the ethical implications of misinterpreting or mismanaging dog body language, the potential consequences for both the dog and the humans involved, and to highlight the importance of responsible dog ownership, effective communication, and seeking professional assistance when necessary.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand dog body language	1.1 Explain the importance of body language in dog communication
	1.2 Analyse the body language of different dog breeds and temperaments
	1.3 Evaluate how dog body language and behaviour may change in different situations
2. Understand how to approach a dog safely	2.1 Explain why correctly approaching a dog is necessary to minimise risk to both the dog and human
	2.2 Analyse the behaviour of a dog before approach
	2.3 Describe how to correctly approach a dog
	2.4 Explain signs of dog fear and aggression
	2.5 Describe situations in which dogs should not be approached
3. Understand the risks and hazards associated with dogs	3.1 Describe the risks to dogs when encountering them in different situations
	3.2 Explain the hazards to humans associated with dogs
	3.3 Evaluate how to ensure hazards and risks are removed or minimised when encountering dogs
4. Understand how to create a safe space for dogs in hospitality	4.1 Describe how to provide a dog with comfortable area within a hospitality setting
	4.2 Evaluate the implications of not providing adequate facilities for dogs

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification.*

3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current**: the work is relevant at the time of the assessment
- **Reliable**: the work is consistent with that produced by other learners
- **Authentic**: the work is the learner's own work
- **Valid**: the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated**: where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient**: the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the

qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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