

AIM Qualifications

Level 3 Diploma for Animal

Welfare Officers (England)

Specification

610/2564/1

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About us

Qualification specification for Level 3 Diploma for Animal Welfare Officers (England)

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

About this qualification specification

This specification is intended for tutors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website and in the MIA portal.

Find out more

Your centre lead will be happy to discuss the details of this qualification with you by emailing centreleads@aimgroup.org.uk or calling 0844 225 3377.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling [0844 225 3377](tel:08442253377). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview

About this qualification

This qualification consists of eleven components covering a wide breadth of knowledge and skills in animal welfare in a range of species that exist in animal care establishments.

The qualification is designed to enable learners to develop the required knowledge and skills to assist with licensing premises under the Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018, in animal care establishments. Learners will develop knowledge across a broad range of areas from animal care to legislation and handling animals in pain, fear and distress. They will develop skills necessary to inspect a range of animal care establishments and assess their suitability against the licensing legislation in England. Learners will develop the knowledge and skills required to develop their career or complete further study in animal welfare, including being an Animal Welfare Officer.

Qualification details

| AIM Qualifications Level 3 Diploma for Animal Welfare Officers (England) | |
|--|---|
| Qualification | Technical |
| Assessment | Internally set, internally marked, and externally verified components. Each component has specific assessment requirements. |
| Grading | N/A – achieved or not achieved only. |
| Geographical coverage | England |
| Operational start date | 20/04/2023 |
| Review date | 19/04/2028 |
| Sector | 3.3 Animal Care and Veterinary Science |
| Qualification number | 610/2564/1 |
| Guided Learning Hours (GLH) | 350 |
| Total Qualification Time (TQT) | 395 |
| Minimum learner age | 18 |
| Rules of combination | Learners must achieve the mandatory components to achieve this qualification. |

Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

Progression opportunities

Learners may progress to a related Level 4 qualification in the animal care/management sector, such as behaviour, canine or equine. This qualification may allow learners to progress into employment within the animal care sector or upskill in their existing animal care career.

Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

Resource requirements

Centres must ensure learners on this qualification have access to a range of animal care establishments that require a license under the licensing of activities involving animals covered by The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018, to enable learners to complete practical assessments within the components.

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It is the responsibility of the centre to ensure that learners do not have a conflict of interest relating to anyone working at or owning any of the animal care establishments that the learner is involved with during this qualification.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors and assessors have the following qualifications and experience.

- Tutors must hold a recognised teaching qualification and assessors must hold an assessor qualification.
- At least a 3 years' experience working within the animal care industry.
- Level 4 qualification or higher in an animal care related subject.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or equivalent.
- Has substantial experience of working in or assessing qualifications in the animal care sector.
- Is familiar with the assessment requirements of this qualification.

Section 2 – Qualification structure

Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

| Rules of combination for: | | Level 3 Diploma for Animal Welfare Officers (England) | |
|---|---|---|-----|
| Learners must achieve the mandatory components to achieve this qualification. | | | |
| Component code | Component title | Level | GLH |
| Mandatory | | | |
| J/650/4880 | Animal Behaviour and Environmental Enrichment | 3 | 25 |
| A/650/6145 | Animal Transportation | 3 | 25 |
| R/650/4702 | Animal Welfare Legislation | 3 | 40 |
| H/650/4915 | Equipment, Resources and Record Keeping in Animal Care Establishments | 3 | 25 |
| M/650/5016 | Inspecting Animal Care Establishments | 3 | 55 |
| K/650/5041 | Monitor Health, Safety and Security in Animal Care Establishments | 3 | 25 |
| D/650/6146 | Principles of Animal Health and Wellbeing | 3 | 35 |
| F/650/6147 | Promoting Animal Welfare | 3 | 20 |
| H/650/6148 | Understanding Animal Cruelty and Interpersonal Violence | 3 | 35 |
| F/650/4914 | Understanding Animal Hoarding | 3 | 45 |
| J/650/6149 | Understanding of Animals in Fear, Pain and Distress | 3 | 20 |

Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

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

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Section 3 – Assessment

How this qualification is assessed

A summary of the assessment of each component is shown below. Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

| Assessment method | Overview |
|-----------------------------|---|
| Practical Observation | <p>Evidence could consist of:</p> <ul style="list-style-type: none">▪ Observation report.▪ Annotated photographs and witness statements.▪ Video (with narration or written log) or learner log/evaluation.▪ Expert witness description - a record written by an expert witness, such as a qualified professional, who has the opportunity to see the learner working in situations where it would not be possible for an assessor to observe the learner's practice. <p>The following components include elements where practical observation must be used:</p> <ul style="list-style-type: none">▪ Equipment, Resources and Record Keeping in Animal Care Establishments▪ Monitor Health, Safety and Security in Animal Care Establishments▪ Understanding of Animals in Pain, Fear or Distress▪ Inspecting Animal Care Establishments▪ Promoting Animal Welfare |
| Written/verbal questioning. | <p>Assessors can have specific questions prepared in advance for learners, answers could be recorded using a range of methods, such as written, verbally asked and assessor recorded or recorded voice recordings could also contribute to evidence.</p> <p>Centres must ensure they consider the scope for reasonable adjustments for those with speech/language/gross motor or learning difficulties and ensure the most suitable assessment methods are selected for each learner.</p> |
| Professional discussion | <p>A professional discussion is a pre-planned and in-depth discussion between the learner and assessor to evidence knowledge and understanding and/or competence in relation to assessment criteria. The professional discussion is formally recorded by the assessor.</p> |
| Presentations | <p>Oral presentations can also be accompanied by illustrated presentations such as the use of MS PowerPoint can be used to allow learners to demonstrate their knowledge by speaking about a certain topic or scenario.</p> <p>Oral presentations are often combined with other methods of assessment such as report writing, verbal questioning and visual aids such like posters.</p> |
| Assignments | <p>An essay is an analytic, interpretative, or critical literary (concerned with books and literature) work usually much shorter, less systematic, and less formal than a dissertation. An essay deals with its subject from a limited point of view.</p> <p>Can be completed under controlled conditions or completed independently.</p> |

Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



Section 4 – Operational guidance

Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre.

New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering this qualification.

All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



Section 5 – Appendices and links

Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

[Link 1 - AIM Centre handbooks and forms](#)

[Link 2 - AIM Qualifications: Assessment Handbook](#)

[Link 4 - Fees and Charges](#)

[Link 5 - Qualification Search](#)

Command verbs

| Level 3 | |
|-----------------------------|---|
| Analyse | Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships. |
| Assess | Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion. |
| Compare and Contrast | Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics. |
| Create | To produce work in response to a brief or to apply skills and techniques to meet an intention. |
| Demonstrate | Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation. |
| Describe | Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject. |
| Discuss | Explore issues, lines of reasoning and situations, articulating different viewpoints. |
| Estimate | Give an approximate decision or opinion using previous knowledge or experience. |
| Evaluate | Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context. |
| Explain | Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn. |
| Justify | Learners are able to give reasons or evidence to support an opinion, or prove something right or reasonable. |
| Outline | Learners provide a general description or plan showing the essential features of something but not the detail. |
| Summarise | Briefly present an abstract of the main points. |

All levels

| | |
|------------------|---|
| Calculate | Work out a numerical problem, showing how they arrived at their answer. |
|------------------|---|