



**AIMQUALIFICATIONS**

**WITHDRAWN 31/10/2025**

Level 3 Diploma in Assistance Dog Training

Qualification Number: 603/5219/X



## Qualification Overview

<b>Title:</b>	AIM Qualifications Level 3 Diploma in Assistance Dog Training
<b>Qualification Number:</b>	603/5219/X
<b>Level:</b>	Level 3
<b>Credit Value:</b>	42 credits
<b>Guided Learning Hours:</b>	356 hours
<b>Total Qualification Time:</b>	420 hours
<b>Qualification Objective:</b>	<p>This qualification has been designed to provide learners with knowledge and understanding of assistance dog training. It provides the underpinning knowledge for learners to assess a dog's support needs using formal reports and action plans. Learners will understand how dogs learn and adapt to change. Learners will also understand techniques to promote learning for dog training. Learners will understand aspects of caring for canines including the kennelling of canines. Learners will develop the knowledge to understand the law underpinning the care and training of dogs. Learners will be able to develop the skills required to assess and train dogs for Assistance Dog Training (ADT) work.</p>
<b>Progression Routes:</b>	<p>Learners will be able to progress into employment within the Assistance Dog Trainer sector, including charities and voluntary organisations. They will also be able to progress onto a higher-level subject specialist qualification such as AIM Qualifications suite of Canine qualifications at Level 4,5 and 6.</p>
<b>Entry requirements:</b>	<p>It would be beneficial if learners had some prior experience of handling dogs, and a minimum age of 14.</p>
<b>Assessment method(s):</b>	<p>Assessment is through a Portfolio of Evidence/Workbook.</p>

**This qualification is withdrawn as of 31/10/2025, the final certification date is 31/10/2028**

## How is the qualification assessed?

The assessment process is as follows:

### Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

### 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.

# Qualification size

## About the 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).

## Guided Learning Hours (GLH)

GLH are defined as the time a learner spends 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. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or 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.

## Rules of Combination and level for this qualification

To achieve the AIM Qualifications Level 3 Diploma in Assistance Dog Training, learners must achieve the **42** credits from the Mandatory unit group.

There are no **Optional** units for this qualification.

### Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Assessment of Canine Needs</a>	3	2	16	20	SP3/3/NQ/023	D/617/8544
<a href="#">Canine Learning</a>	3	6	54	60	SP3/3/NQ/024	H/617/8545
<a href="#">Care of Canines</a>	3	6	54	60	SP3/3/NQ/025	K/617/8546
<a href="#">Communication and Body Language</a>	3	3	28	30	SP2/3/NQ/010	M/617/8547
<a href="#">Disabilities and Training</a>	3	4	34	40	SP3/3/NQ/026	T/617/8548
<a href="#">Dogs and the Law</a>	3	3	28	30	SP5/3/NQ/014	A/617/8549
<a href="#">Health Checks and First Aid for Canines</a>	3	3	28	30	SH2/3/NQ/009	M/617/8550
<a href="#">Managing Canine Behaviour</a>	3	4	32	40	SP5/3/NQ/015	T/617/8551
<a href="#">Managing Volunteers</a>	3	3	28	30	HB1/3/NQ/030	A/617/8552
<a href="#">Practical Training Unit</a>	3	4	20	40	SP3/3/NQ/027	F/617/8553
<a href="#">Puppy Development and Behaviour</a>	3	4	34	40	SP3/3/NQ/028	J/617/8554

## Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

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

*Extracted from 'After the QCF A New Qualification Framework' October 2015*

## Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

- Level 4 or higher qualification within an animal care related subject.
- A UK recognised teaching and/or assessing qualification.
- At least one year's meaningful practical experience in working within the subject area of animal care and/or welfare with assistance dog training experience.

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 its equivalent
- Has substantial experience of working in or assessing qualifications in the animal care subject sector area.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

## Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

## Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

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*The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.*



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