



**AIM**QUALIFICATIONS

Level 4 Certificate in Professional Pet Sitting,  
Dog Walking, Dog Day care and Boarding  
Qualification Number: 603/5500/1



## Qualification Overview

<b>Title:</b>	AIM Qualifications Level 4 Certificate in Professional Pet Sitting, Dog Walking, Dog Day care and Boarding
<b>Qualification Number:</b>	603/5500/1
<b>Level:</b>	Level 4
<b>Credit Value:</b>	13 Credits
<b>Guided Learning Hours:</b>	91 hours
<b>Total Qualification Time:</b>	127 hours
<b>Qualification Objective:</b>	<p>This qualification has been designed to provide learners with the underpinning knowledge to work with domestic dogs as a dog walker, dog day care/boarding provider and with domestic cats and dogs in a pet-sitting capacity either in their own or the client's home. There are no practical units within this qualification and thus, learners will not be assessed on practical dog walking or pet sitting skills as part of this qualification.</p>
<b>Progression Routes:</b>	<p>Learners may progress directly into employment or self-employment as a professional dog walker and pet sitter, or progress to further learning in this area including higher level qualifications in Professional Dog Walking and Pet Sitting.</p>
<b>Entry requirements:</b>	<p>Learners should be educated to Level 2 standard and be comfortable in the presence of both dogs and cats with whom they are unfamiliar, and a minimum age of 18.</p>
<b>Assessment method(s):</b>	<p>Assessment is through a Portfolio of Evidence/Workbook.</p>

## 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 4 Certificate in Professional Pet Sitting, Dog Walking, Dog Day care and Boarding, learners must achieve the **13** 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
Understanding Canine Rules of Engagement and Other Pets in a Business Context	4	5	35	50	SP2/4/NQ/001	F/617/8942
Dog Breed Evolution, Characteristics and Behaviour	4	4	27	37	SP2/4/NQ/002	L/617/8944
Pet Sitting and Dog Walking, Daycare and Boarding	4	4	29	40	SP2/4/NQ/003	R/617/8945

### 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 4</b>	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

*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:

- Teaching qualification at Level 4 or above such as the Level 4 Certificate in Education and Training or equivalent
- Regulated qualifications at Level 4 or above in Canine Behaviour, Training and Welfare or similar related area
  - Or have demonstrable previous experience in dog behaviour and training in a professional capacity for in excess of ten years
- Demonstrable professional experience of working in the sector and specifically in the area of dog walking, dog daycare/boarding and pet sitting
- Membership of a professional body, such as the Canine & Feline Behaviour Association

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 canine and feline care, pet sitting, dog walking, dog daycare/boarding, animal training and relevant-qualifications at Level 3 in dog behaviour.
- 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.*

AIM Qualifications  
Aldersley House  
Overstrand  
Pendeford Business Park  
Wolverhampton  
WV9 5HA  
**Tel:** (01902) 624230

**Office Hours:**  
Monday to Thursday - 9.00 am to 5.00 pm  
Friday - 9.00 am to 4.00 pm

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