

AIM Qualifications Suite of Level 3 Dog Grooming Qualifications Specification

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About us

Qualification specification

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.

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 0333 034 8833. More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview

About these qualifications

Welcome to the AIM Qualifications Suite of Dog Grooming Qualifications Specification.

This specification contains everything you need to know about the suite of qualifications and is intended for tutors, assessors, internal verifiers, and other staff involved with the planning, delivery, and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made, and it is your responsibility to ensure the most up-to-date version of the Qualification Specification is in use.

AIM Qualifications Level 3 Award in Dog Grooming 610/2631/1

AIM Qualifications Level 3 Certificate in Dog Grooming 610/2632/3

AIM Qualifications Level 3 Diploma in Dog Grooming 610/2633/5

AIM Qualifications Level 3 Award in Dog Grooming

This qualification is aimed at learners wishing to enter the dog grooming industry with no prior experience, for learners currently working in the industry or for learners seeking to build their confidence and skillset in grooming their own dogs.

This qualification provides learners with an introduction to dog grooming and the legislation surrounding the profession. Learners will gain skills in bathing, drying and overall coat maintenance of all coat types, with an emphasis on safe working practice and animal welfare.

Learners that achieve this qualification may progress onto higher level qualifications within the animal care sector or progress onto the Level 3 Certificate in Dog Grooming, the Level 3 Diploma in Dog Grooming or into employment within this industry.

AIM Qualifications Level 3 Certificate in Dog Grooming

This qualification is aimed at learners wishing to enter the dog grooming industry with no prior experience, for learners currently working in the industry and enabling further progression within their career or for learners wishing to groom their own dogs and enhance their skills.

The qualification provides learners with in-depth knowledge and skills that cover a range of subject areas required for the dog groomer including canine first aid, coat maintenance and preparation, handling dogs, customer experience, health and safety and animal welfare and legislation. Learners that achieve this qualification may progress onto higher level qualifications within the animal care sector or progress onto the Level 3 Diploma in Dog Grooming, or into employment within this industry.

AIM Qualifications Level 3 Diploma in Dog Grooming

This qualification is aimed at learners wishing to progress higher within their career or training in the dog grooming industry. It is suitable for learners wanting to enhance their skills and knowledge in styling or those wanting to independently groom and style at an advanced level. It is also suited to those who wish to groom their own dogs and enhance their skills, as this qualification includes a range of topics covering all aspects of dog grooming.

The qualification provides learners with in-depth knowledge and skills that cover a range of subject areas required for the advanced dog groomer including canine first aid, coat maintenance and preparation, styling and finishing a range of dogs, handling and restraint, customer experience, health and safety and animal welfare and legislation.

Learners that achieve this qualification may progress onto higher level qualifications within the animal care sector or progress onto a Level 4 Dog Grooming qualification, or into employment within this industry.

Qualification details

	Award in Dog Grooming	Certificate in Dog Grooming	Diploma in Dog Grooming
Qualification family	Occupational		
Grading	N/A - achieved/not achieved		
Geographical coverage	England, Scotland, Wales and Northern Ireland		
Operational start date	10/05/2023		
Review date	09/05/2028		
Sector	3.3 Animal care and veterinary science		
Qualification number	610/2631/1	610/2632/3	610/2633/5
Guided Learning Hours	100	180	330
Total Qualification Time	120	230	400
Minimum learner age	16	16	16

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).

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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 higher-level qualification in Dog Grooming or Animal Care related subject, or directly into employment within this industry.

Entry requirements

Learners must be aged 16 or above, and it is recommended that learners have a minimum of grade 4 GCSE English and Maths, or equivalent.

Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

Centres should only deliver the components that they have the human and physical resources to deliver. For example, if a learner needs to demonstrate the use of tools in a specific environment, then the centre will need to have access to both the tools and the environment.

Assessors and teachers

Assessors and teachers must hold one of the following qualifications in dog grooming:

- AIM Qualifications Level 3 Diploma in Dog Grooming (603/0891/6)
- City & Guilds Level 3 Diploma in Dog Grooming (603/0353/0)
- City & Guilds Diploma for Professional Dog Stylists (500/7722/3)
- City & Guilds NPTC Level 3 Advanced Certificate in Dog Grooming (100/5769/9)
- iPET Network Level 3 Diploma in Dog Grooming and Salon Management (603/5945/6)

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- Open College Network West Midlands Level 3 Diploma in Dog Grooming (603/0891/6)
- At least three years' experience working within the subject area of dog grooming.
- Has relevant and current experience in the dog grooming sector.
- Can demonstrate current CPD in the dog grooming sector within the last 12 months.
- Has relevant teaching experience within the dog grooming sector within the last three years.
- Assessor must hold or be working towards an assessor qualification within the last 12 months. Staff will also need to attend AIM training.

Internal Verifiers

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

- Holds one of the dog grooming qualifications listed above.
- Holds a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or equivalent.
- Has relevant and current experience within the dog grooming sector.
- Can demonstrate current CPD in the dog grooming sector.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer.

Resource requirements

Centres must ensure that learners have sufficient access to the physical resources required to achieve the qualification. It is the responsibility of the centre to ensure that all such equipment and resources that they make available to learners are safe to use, well maintained and meet industry standards.

- Centres must ensure learners have access to a range of dogs in respect of breeds, sizes, age, health conditions, coat conditions, coat types and coat lengths.
- Centres must ensure learners are adequately supervised when working on dog's whose temperament maybe challenging.
- Centres must ensure learners have regular face to face communication with stakeholders of a dog grooming business, for example customers.
- Centres must ensure learners have access to a CPR dog manikin.
- Centres must have an appointed Canine First Aid practitioner and provide a copy of certification maintained every 3 years or as otherwise advised.

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:		AIM Qualifications Level 3 Award in Dog Grooming	
Learners must achieve all four mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
R/650/7123	Carry Out Maintenance and Coat Preparation on Dogs	3	40
T/650/7124	Promote and Monitor Health and Safety within the Grooming Environment	3	30
Y/650/7125	Promote, Monitor and Maintain the Health and Wellbeing of Dogs	3	25
A/650/7126	Understanding Legislation in the Dog Grooming Industry	3	5

Rules of combination for:		AIM Qualifications Level 3 Certificate in Dog Grooming	
Learners must achieve all eight mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
D/650/7127	Canine First Aid in the Grooming Environment	3	10
R/650/7123	Carry Out Maintenance and Coat Preparation on Dogs	3	40
F/650/7128	Customer Consultation on Planning Grooms and Styles	3	30
H/650/7129	Customer Relations and Expectations	3	20
L/650/7130	Handle, Restrain and Move Dogs within the Grooming Environment	3	20
T/650/7124	Promote and Monitor Health and Safety within the Grooming Environment	3	30
Y/650/7125	Promote, Monitor and Maintain the Health and Wellbeing of Dogs	3	25
A/650/7126	Understanding Legislation in the Dog Grooming Industry	3	5

Rules of combination for:		AIM Qualifications Level 3 Diploma in Dog Grooming		
Learners must achieve all four mandatory components to achieve this qualification.				
Component code	Component title	Level	GLH	
Mandatory				
D/650/7127	Canine First Aid in the Grooming Environment	3	10	
R/650/7123	Carry Out Maintenance and Coat Preparation on Dogs	3	40	
M/650/7131	Carry Out Styling and Finishing Techniques	3	150	
F/650/7128	Customer Consultation on Planning Grooms and Styles	3	30	
H/650/7129	Customer Relations and Expectations	3	20	
L/650/7130	Handle, Restrain and Move Dogs within the Grooming Environment	3	20	
T/650/7124	Promote and Monitor Health and Safety within the Grooming Environment	3	30	
Y/650/7125	Promote, Monitor and Maintain the Health and Wellbeing of Dogs	3	25	
A/650/7126	Understanding Legislation in the Dog Grooming Industry	3	5	

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	<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>

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Section 4 – Assessment

How these qualifications are assessed

A summary of the assessment methods used within these qualifications is shown below. Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

Assessment method	Overview
Practical demonstration	<p>Evidence could consist of:</p> <ul style="list-style-type: none">▪ Observation record (ideally supported by relevant photos)▪ Annotated photographs/videos and witness statements▪ Videos▪ Written logs or learner log/evaluation▪ Expert witness description - a record written by an expert witness, such as a qualified professional, who can see the learner working in situations where it would not be possible for an assessor to observe the learner's practice. Witness statements need to be carefully planned and structured to ensure they provide specific detail on the area being assessed. <p>The following components include elements where practical demonstrations must be used:</p> <ul style="list-style-type: none">▪ Canine First Aid Within the Grooming Environment▪ Carry Out Maintenance and Coat Preparation on Dogs▪ Carry Out Styling and Finishing Techniques▪ Customer Relations and Expectations▪ Handle, Restrain and Move Dogs Within the Grooming Environment▪ Promote and Monitor Health and Safety Within the Grooming Environment▪ Promote, Monitor and Maintain the Health and Wellbeing of Dogs
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. Questioning must only be used as a method of assessment to confirm understanding demonstrated through practical assessments and must not be used as an assessment method on its own.</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>
Witness testimonies	<p>Expert witness testimonies are statements written by an expert witness, such as a qualified professional, who can see the learner working/performing in situations where it would not be possible for an assessor to observe the learner's practice.</p> <p>For these qualifications an expert witness must be more qualified than the learner, for example where the learner is in the grooming salon their trainer or line manager would be considered a suitable expert witness providing, they already hold a Level 3 Dog Grooming Qualification that is listed under the centre requirements section.</p> <p>The expert witness must not have a conflict of interest with the learner, for example be a relative.</p>

Reflective account	<p>Reflective accounts/logs/journals refer to work written by the learner explaining and justifying their actions, experiences or learning and the implications of these in order to suggest significant achievement or development in relation to skills or practice.</p> <p>Reflective accounts often include photos to further substantiate skills and actions described by the learner.</p> <p>The following components include elements where reflective accounts must be used:</p> <ul style="list-style-type: none"> ▪ Carry Out Styling and Finishing Techniques
Assignments	<p>Assignments can be used to assess some or all of the learning outcomes of an internally assessed component. Assignment briefs should include a set of tasks that require the learner to produce evidence based on their research that meets all the assessment criteria in components.</p> <p>Assignments can be supported further by illustrations, diagrams, data and often include reasoning and justification of the topic concerned.</p> <p>Can be completed under controlled conditions or completed independently.</p> <p>The following components include elements where assignments must be used:</p> <ul style="list-style-type: none"> ▪ Canine First Aid Within the Grooming Environment ▪ Carry Out Maintenance and Coat Preparation on Dogs ▪ Carry Out Styling and Finishing Techniques ▪ Customer Relations and Expectations ▪ Handle, Restrain and Move Dogs Within the Grooming Environment ▪ Promote and Monitor Health and Safety Within the Grooming Environment ▪ Promote, Monitor and Maintain the Health and Wellbeing of Dogs

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 5 – Operational guidance

Offering these qualifications

Centres wishing to offer these qualifications 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 these qualifications.

All procedures for the use of these qualifications, 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 these qualifications 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 to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb 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.

Scheduling learners for the online Multiple-Choice Question (MCQ) assessments

Once your learners have been registered against the relevant qualification(s) using the process above, you are now able to schedule your learners for the MCQ assessments using XAMS. Please refer to the XAMS centre guidance document for details. Please note you need to schedule your learners at least 48 hours before the planned time of assessment.

Delivering the MCQ assessments

Assessments must be delivered following the requirements in the AIM invigilation guidance for external assessments.

At the end of the MCQ assessment

Once the learner has completed the assessment, you can check the result in the results screen on XAMS. The results are automatically sent to AIM, and where learners have met the rules of combination for the particular qualification, they will be issued with a qualification certificate with details of the qualification and components achieved. Please refer to the Being an AIM centre document for service standard times on the issuing of learner certificates.

Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.

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 3 - [Fees and Charges](#)

Link 4 - [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.