



Group Award Specification for:

**National Progression Award (NPA) in Dog
Grooming: An Introduction at SCQF level 5**

Group Award Code: GM0W 45

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The National Progression Award (NPA) in Dog Grooming: An Introduction at SCQF level 5 has been designed to provide a formal introductory qualification for the sector. The NPA consists of Scottish Vocational Qualification (SVQ) Units drawn from the suite of Animal Care National Occupational Standards (NOS).

The NPA is suitable for those wishing to develop the basic skills and knowledge required within the dog grooming sector and to gain some experience of working with dogs in a real working environment. In addition to the practical dog grooming skills the learner will also demonstrate their knowledge of the legal and ethical considerations that affect their work.

Following completion of the NPA the learner may wish to undertake the SVQ in Animal Care at SCQF level 5 (the NPA Units will contribute directly to the SVQ) or progress to the SVQ in Animal Care at SCQF level 6 or the HNC/HND in Animal Care at SCQF level 7/8.

2 Qualification structure

The group award consists of five SQA unit credits each at SCQF level 5. It comprises 28 SCQF credit points at SCQF level 5. There are five mandatory units.

The design features of the National Progression Awards state:

- ◆ An NPA and its component Units will be allocated to a level appropriate to their position in the SCQF
- ◆ NPAs can be set at SCQF levels 2–6
- ◆ NPAs will have minimum credit value of 12 SCQF credit points. There is no maximum.
- ◆ NPAs may have:
 - mandatory units only
 - mandatory and optional units
- ◆ More than half the SCQF credit points must be at the same level as the NPA.
- ◆ The minimum amount of units a NPA can contain is two.
- ◆ NPAs can be any combination of HN Units, SVQ Units, National (Workplace), or National Units. **Note:** SVQ Units should ideally be SCQF credit rated and levelled.
- ◆ The units can be of any SQA credit value however fractional SCQF credits must be rounded up or down as appropriate for ascertaining the correct SCQF credit value.
- ◆ NPAs are not graded.
- ◆ NPAs may contain external assessments, courses or other group awards.
- ◆ A maximum of three graded course assessments from graded National Courses may contribute to an NPA. Each contributing course assessment will count as one unit credit within the NPA. A course assessment can only be included in the optional section of an NPA.

- Where a course assessment from a National Course is included in a NPA, learners must also be able to achieve all necessary units for the course as part of the NPA. The course units can appear either within the mandatory or optional section of the NPA.
- NPAs may contain alternative Units within the mandatory section but all alternatives must reflect the title of the NPA. If a group of alternative units is used, they should, in general, serve the same purpose within the NPA and should be at the same SCQF level of demand, for example, two communication units. Note: where the credit values of the Units are different, only the lowest value will contribute to the achievement of the National Progression Award.
- NPAs should take into consideration the needs of all learners and be designed to be as accessible as possible to learners who will achieve in different ways and at a different pace.
- Each unit in an NPA should be coherent and worthy of recognition in its own right.
- Units in a NPA will be internally assessed on a pass/fail basis and will be ungraded.

The NPA in Dog Grooming: An Introduction at SCQF level 5 conforms to all the above design features.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HA85	04	Assess and Plan Dog Grooming Work	1	5	5
HA7H	04	Prepare a Dog's Coat Ready for Bathing or Grooming	1	6	5
HA7J	04	Bathe and Cleanse a Dog's Coat and Skin	1	6	5
HA7K	04	Dry a Dog's Coat Ready for Styling and Finishing	1	5	5
HA86	04	Style and Finish a Dog's Coat	1	6	5

3 Aims of the qualification

The principal aim of this qualification is to allow people working in the animal care sector to develop the basic knowledge and skills required to groom dogs.

3.1 General aims of the qualification

- 1 To provide a vocationally specific award for the dog grooming sector.
- 2 To provide a practical qualification that can be completed in the workplace.
- 3 To articulate with the SVQ in Animal Care at SCQF level 5.

3.2 Specific aims of the qualification

This qualification aims to develop:

- 1 an understanding of professional conduct, ethics and the limits of the dog groomers authority, expertise and competence.
- 2 the knowledge and skills required to comply with all relevant legislation.
- 3 the knowledge and skills required to minimise distress to dogs during grooming.
- 4 the knowledge and skills required to maintain appropriate levels of hygiene and bio-security.
- 5 the knowledge and skills required to use an appropriate range of tools and equipment, including Personal Protective Equipment and clothing, to prepare for and groom dogs.
- 6 an appropriate knowledge of canine anatomy, physiology, health and behavior.
- 7 the knowledge and skills required to communicate effectively with clients.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Experience of working with and handling dogs

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 4	Communication with clients and colleagues
Numeracy	SCQF level 3	Weighing and measuring, calculating amounts of products
Information and Communication Technology (ICT)	SCQF level 3	Maintaining electronic records, online research
Problem Solving	SCQF level 4	Dealing with live animals, adapting to changing situations
Working with Others	SCQF level 4	Working with and assisting colleagues

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Units to specific aims

	1	2	3	4	5	6	7
Assess and Plan Dog Grooming Work	X	X	X	X	X	X	X
Prepare a Dog's Coat Ready for Bathing or Grooming	X	X	X	X	X	X	X
Bathe and Cleanse a Dog's Coat and Skin	X	X	X	X	X	X	X
Dry a Dog's Coat Ready for Styling and Finishing	X	X	X	X	X	X	X
Style and Finish a Dog's Coat	X	X	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The NPA consists entirely of SVQ Units, which correspond exactly to the National Occupational Standards.

The Sector Skills Council's NOS Identifier is given in the table below.

SSC Code	SQA Code	Unit title
LANAnC47	HA85 04	Assess and Plan Dog Grooming Work
LANAnC23	HA7H 04	Prepare a Dog's Coat Ready for Bathing or Grooming
LANAnC24	HA7J 04	Bathe and Cleanse a Dog's Coat and Skin
LANAnC25	HA7K 04	Dry a Dog's Coat Ready for Styling and finishing
LANAnC48	HA86 04	Style and Finish a Dog's Coat

5.3 Mapping of Core Skills development opportunities across the qualification

The Core Skills signposting below is drawn from the Core Skills signposting, carried out by Sector Skills Council Lantra, for the suite of Animal Care National Occupational Standards (NOS).

The figure given is the highest signposted SCQF level.

Unit code	Unit title	Communication			Numeracy				ICT				Problem Solving			Working with Others	
		Reading and Understanding	Writing	Speaking and Listening	Using Number Skills	Measuring	Use the Graphical Format to Find Out Information	Use graphical format to communicate information	Performing ICT Operations	Processing Information	Accessing Information	Keeping Information Safe	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HA7H 04	Prepare a Dog's Coat Ready for Bathing or Grooming	5	4	5	4	4	-	-	4	4	4	4	4	4	4	4	4
HA7J 04	Bathe and Cleanse a Dog's Coat and Skin	5	4	5	-	-	-	-	4	4	4	4	4	4	4	4	4
HA7K 04	Dry a Dog's Coat Ready for Styling and Finishing	5	4	5	-	-	-	-	4	4	4	4	4	4	4	4	4
HA85 04	Assess and Plan Dog Grooming Work	5	4	5	-	-	-	-	5	5	5	5	5	5	5	5	5
HA86 04	Style and Finish a Dog's Coat	5	4	5	-	-	-	-	4	4	4	4	4	4	4	4	4

5.4 Assessment strategy for the qualification

As the NPA is based on SVQ Units, the assessment of the units is informed by the Lantra Assessment Strategy.

The full assessment strategy is available from the SQA website. An extract of Section 3 'Workplace Assessment' of the assessment strategy is given below:

'Lantra believes that all assessments of a candidate's performance must take place in a real working environment that reflects industry working practices. This principle will apply to all units except those for which simulation has been deemed acceptable (see Section 4).

In order to ensure that the evidence used to assess candidates against the SVQ is valid; all centres must demonstrate that the candidates have access to the types of resources commonly in use in the industry and that the pressures and constraints of the workplace are reflected.

Lantra has no objection to the assessment of knowledge and understanding taking place in a different environment, for example a college or another environment which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance.'

A range of assessment methods can be used to generate evidence of the learner's competence. The evidence should cover both the performance criteria and the knowledge and understanding.

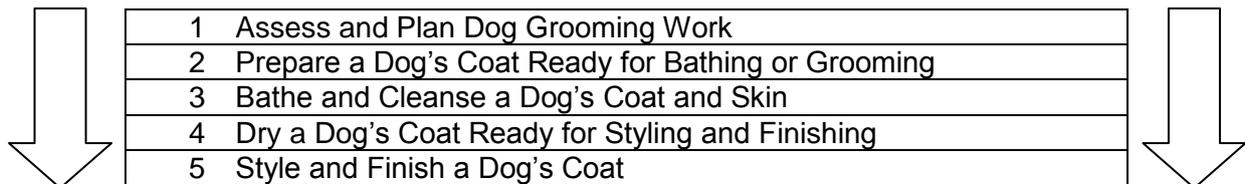
The following suggestions are provided for guidance only:

Performance criteria	Knowledge and understanding
Direct observation	Oral questioning
Witness testimony	Short answer written questions
Photographic evidence	Multiple-choice
Performance evidence	

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

The structure of the NPA in Dog Grooming: An Introduction follows a logical progression, from planning and preparing the dog's coat to bathing and cleansing through to drying and finally carrying out styling and finishing.



While the sequence above follows a typical working pattern opportunities to generate evidence should be taken when naturally occurring.

A portfolio approach to generating and presenting evidence could help to highlight opportunities to integrate evidence across units and help reduce the burden of assessment on learners and assessors alike.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The NPA in Dog Grooming: An Introduction at SCQF level 5 consists of Units drawn from the SVQ in Animal Care at SCQF level 5. The NPA directly articulates with the SVQ, learners who have completed the NPA will have fulfilled the requirement for the five optional units needed for the SVQ. It may also be possible for the learner to progress to the SCQF level 5 National Certificate in Animal Care.

6.3 Opportunities for e-assessment

As the NPA consists of SVQ Units they must be assessed under real working conditions which will limit the opportunities for e-assessment, however an e-portfolio could be used to collect and organise evidence. Digital photographs and video could form part of the learner's evidence.

6.5 Resource requirements

Access to the following resources would be required to deliver the NPA. This list is not intended to be exhaustive. In addition to the resources listed below arrangements will need to be in place to allow the learners access to a number of dogs of different breeds and types of coat.

Relevant PPE including Gloves and Apron
Combs and brushes
Canine shampoos and conditioners
Drying equipment
De-matting tools
Clippers and blades
Scissors
Stripping tools

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Client: In the context of this group award the 'client' is the person responsible for the dog or dogs to be groomed, this may be the owner or an assessor in the role of the owner.

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This qualification has been designed to provide you with the knowledge and skills required to carry out basic dog grooming in a safe manner and to recognise the limits of your ability. On completion of the NPA you will have demonstrated that you are able to:

- ◆ *Assess and Plan Dog Grooming Work*
- ◆ *Prepare a Dog's Coat Ready for Bathing or Grooming*
- ◆ *Bathe and Cleanse a Dog's Coat and Skin*
- ◆ *Dry a Dog's Coat Ready for Styling and Finishing*
- ◆ *Style and Finish a Dog's Coat*

The NPA is based on SVQ Units so you will be carrying out real work in a real working environment. In addition to the practical work you will carry out you will also need to demonstrate that you understand the work, this could be by a personal statement or through questions asked by your assessor.