



**iPET Network**  
**Level 2 Award in**  
**Safeguarding for Pet**  
**Professionals**  
**Qualification Number - 610/4186/5**  
**Qualification Specification**



## **iPET Network**

**LED BY INDUSTRY EXPERTS.**

**DRIVEN BY PASSION.**

**BOUND BY ANIMALS.**

**GUIDED BY CANDIDATES.**

**UNITED BY iPET NETWORK.**

### **Our Mission**

#### **EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE**

**To be the Awarding Organisation of choice for Training Providers, Employers and Learners in the Animal Care and Veterinary Science Sector.**

We demand the highest standard of practice to ensure our suite of qualifications work: they work for pets who deserve the best care; they work for learners giving valuable skills, and they work for Training Providers with strong market appeal.

#### **Leading the way:**

iPET Network is an Awarding Organisation regulated by Ofqual, CCEA Regulation and Qualifications Wales, specialising in qualifications in the Animal Care and Veterinary Science sector. iPET Network is a sector-specific Awarding Organisation and are constantly developing innovative animal care and veterinary science qualifications in the industry. We are unique in our approach to development, design and awarding of qualifications through the range of services and support we offer. Additionally, iPET Network is an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards and offers Professional Development Recognition (PDR) of unregulated educational courses.

Our approved Training Providers have exclusive access to our portfolio of qualifications, courses, learning materials and assessment strategies. We offer an inclusive opportunity to join a diverse network of forward-thinking professionals across the UK, Ireland, Europe and internationally.

#### **We do the hard work for you – fast, flexible and straightforward:**

We have developed robust systems at the forefront of technology that include extensive resources, quality learning materials and varied assessment methods. Our centralised platform makes it simple for Training Providers and their teams to deliver, manage, mark and quality assure all in one place. We provide access to training and updates through standardisation to uphold modern best practice.

Organisations of many different types, who want to deliver education, can join iPET Network, taking advantage of becoming a direct approved Training Provider. With transparent fees and packages to suit every size of organisation from sole traders to limited companies, colleges and large employers.

#### **An exciting and supportive community:**

We practice what we preach - the iPET Network team has extensive experience and knowledge of working in the animal care, veterinary science and education sector. We provide support, advice and Continual Professional Development to help Training Providers offer the best standard of education and to inspire the future generation of the industry. We believe in removing learning barriers and working with Candidates of all abilities to help them reach their full potential.

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## 1. About This Qualification

The **iPET Network Level 2 Award in Safeguarding for Pet Professionals** is designed for Candidates to gain the necessary knowledge, skills, and understanding to effectively safeguard vulnerable populations. The qualification provides comprehensive training on identifying what is abuse for children, adults and companion animals. Identify signs of abuse, understand safeguarding policies and procedures, and respond appropriately to safeguarding concerns.

A safeguarding qualification is indispensable for professionals entrusted with the welfare of others and animals, as it empowers them to safeguard individuals effectively and uphold ethical standards of care and protection.

### Objectives of the Qualification

This qualification has been designed to enable Candidates to:

- Understand neglect and abuse of Children, Adults, and Companion Animals.
- Understand the links between the abuse of Children, Adults and Companion Animals.
- Understand the indicators of possible abuse in Children, Adults, and Companion Animals.
- Understand current legislation, guidelines, policies and procedures for safeguarding Children, Adults and Companion Animals from abuse.
- Understand how to manage safeguarding concerns in Children, Adults and Companion Animals.

Depending on the needs of the Candidate, the qualification can:

- Improve employability skills.
- Encourage engagement in learning.

Suggested progression following completion of the qualification:

- Candidates can progress to another qualification in the same subject area, studying at a higher level or a qualification requiring more specific knowledge, skills and understanding.

It is a requirement that assessment of this qualification is conducted in English.

The iPET Network Level 2 Award in Safeguarding for Pet Professionals is a regulated qualification.

### Guided Learning Hours (GLH)

Guided Learning Hours (GLH) are defined by the [Apprenticeships, Skills, Children and Learning Act, 2009](#) as the number of hours the Candidate spends:

- Being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training, or

- Otherwise participating in education or training under the immediate guidance or supervision of such a person.

**GLH does not include time spent on unsupervised preparation or study, whether at home or otherwise.**

iPET Network has calculated the GLH for this qualification representing an estimate of the amount of actual guided learning which could reasonably be expected to be required to achieve the standard required to obtain the qualification.

Estimated GLH will be stated for each unit which should be used by Training Providers as a guide for devising teaching and learning plans. GLH may be recorded within the e-portfolio (if being used) or within the Candidate Hours Log (if the e-portfolio is not used).

### **Total Qualification Time (TQT)**

Total qualification time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Candidate for independent, unsupervised study. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time are estimates as some Candidates will be able to achieve units and qualifications within a shorter time than indicated. Others, for example those with additional support requirements, may need longer.

Guided Learning Hours and Total Qualification Time for this qualification are:

### **iPET Network Level 2 Award in Safeguarding for Pet Professionals**

GLH (Guided Learning Hours): 7 hours

TQT (Total Qualification Time): 10 hours

### **Qualification Delivery Requirements**

The remainder of the qualification may be delivered as the Training Provider sees fit, ensuring that Guided Learning Hours requirements are met. As part of the application to deliver, Training Providers must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the estimated GLH and TQT.

## **2. Candidate Requirements**

### **Entry Requirements**

There are no entry requirements for this qualification.

All Candidates will be screened via an initial assessment with the Training Provider to ensure their suitability for the registration on the qualification. Whilst the above criteria form the basis of eligibility, Candidates may be registered at the Training Provider's discretion.

### Minimum Age

The minimum age for access to this qualification is 18 years.

### Reasonable Adjustment and Special Considerations

Assessment within this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of Candidates.

iPET Network is an inclusive organisation and operates in line with legislation set out in the Equality Act, 2010. It should be noted that any Candidate registering for an iPET Network qualification, must be able to meet the assessment criteria (theoretical), with appropriate reasonable adjustment where required, in order to be certificated.

Those Candidates with additional educational or physical needs, should discuss their support requirements with their Training Provider. Training Providers should refer to the **Reasonable Adjustments and Special Considerations Policy** which gives clear guidance on the reasonable adjustments and arrangements that take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Further guidance and support can be accessed by contacting iPET Network on [info@ipetnetwork.co.uk](mailto:info@ipetnetwork.co.uk)

## 3. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (also known as Exemption) - is the facility for a Candidate to claim exemption from some of the achievement requirements of an iPET Network qualification using certificated evidence, for example certificated National Qualifications Framework (NQF) achievement. This must be of an equivalent or higher value to an iPET Network unit but may not share the exact assessment criteria or learning aims.

Training Providers wishing to obtain further details regarding awarding of RPL should refer to the iPET Network **Recognition of Prior Learning Policy**.

## 4. Induction / Initial Assessment

An initial assessment of each Candidate should be made before the start of their programme to identify:

- If the Candidate has any specific learning or training needs
- The support and guidance they may need when working towards their qualification
- The Candidate's suitability for the type and level of qualification

Each Training Provider must carry out an induction so that Candidates fully understand the requirements of the qualification, their responsibilities as a Candidate, and the responsibilities of the Training Provider. This information will need to be recorded e.g., within a contract.

During the induction, Candidates must be made aware of academic malpractice and the consequences of committing malpractice such as plagiarism or cheating. Please see iPET Network's ***Malpractice and Maladministration Policy and Procedure (including sanctions)*** for details of indicative sanctions against Candidates.

## 5. Achieving the Qualification

### Unit Achievement

All assessment criteria in each unit must be met before the unit is deemed to be achieved. The unit achievement is not graded: units are either achieved or not achieved.

### Recording Achievement

Training Providers must record the Candidate's achievement of the unit on an appropriate form(s) or electronic system. Training Providers should record the Candidate's achievement against the specific unit assessment criteria evidenced by the task.

### Authentication of the Candidate's Work

Tutors must demonstrate that the Candidate's work is authentic. This can be done through using iPET Network's e-portfolio system which provides secure access to each Candidate or through use of an alternative e-portfolio system. If a Training Provider is using paper-based portfolio, they must be able to demonstrate authenticity of the work and must provide transparent feedback from marking to internal quality assurance.

Assessments must demonstrate authenticity please refer to assessment methods in this Qualification Handbook.

### Duration of Registration

All Candidates will be registered with iPET Network for a maximum period of 12 months. Failure of the Candidate to complete the qualification during this timeframe will incur an additional charge for re-registration. Please refer to your ***iPET Network Terms and Conditions*** for further details. Extension to registration may be obtained with written permission under specific extenuating circumstances. Please contact iPET Network for advice regarding extensions to registration.

iPET Network sets a registration period for each qualification. However, the time period for delivery and completion of the qualification is agreed upon between the Training Provider and the Candidate. This is a separate contractual agreement which iPET Network is not responsible for including any associated costs.



## 6. Qualification Structure

### Units

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Reference number
238	Understanding Safeguarding for Pet Professionals	2	7	10	Y/651/1526
<b>TOTALS</b>			<b>7</b>	<b>10</b>	

### Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 2	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>

## 7. Assessment

This qualification requires achievement of the specified units and summative assessments. The assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the Training Provider or assessments may be devised by the Training Provider and approved by iPET Network in advance
2. The assessment is then delivered and implemented by the relevant iPET Network approved Training Provider
3. All Tutors involved in the assessment process must have been approved by iPET Network, on an individual basis, in advance of any assessments being carried out

4. Compiled portfolios of assessed evidence are internally quality assured by an iPET Network approved Internal Quality Assurer (IQA) via remote sampling.
5. Completed portfolios of assessed evidence are then quality assured by an External Quality Assurer (EQA) approved by iPET Network.

### **Assessment Method**

Assessment is through a Portfolio of Evidence/Workbook.

### **Specimen Assessment Materials**

Specimen assessment materials are not available for this qualification.

### **Marking**

These assessments are pass or fail and the Assessor's decision is final. The use of artificial intelligence for sole marking of any candidate's work is strictly prohibited. Please contact iPET Network to discuss the use of AI for marking.

\*Please note re-assessments are permitted.

### **Qualification Grading**

This qualification is graded pass or fail and the Assessor's decision is final.

### **Appeals**

To ensure a fair assessment procedure is carried out, the Candidate must be fully briefed on the assessment requirements and given instructions on their right to appeal an assessment decision. All Training Providers must have an up-to-date appeals procedure.

### **What Constitutes a Fail?**

It is at the Tutor's professional discretion if they pass or fail the Candidate. It is recommended that all elements of each assessment criteria are met and that all knowledge activities are completed.

Examples of what may constitute a fail (theory)(list is not exhaustive):

- Plagiarism
- Irrelevant content
- Incomplete knowledge
- Incomplete coverage of an assessment criterion

When making an assessment decision it is important that all evidence and feedback is documented to support the assessment decision whether it is a pass or fail. If the decision is a fail, then the Candidate must be provided with support and the opportunity to re-sit the assessment once they are ready.

## 8. Offering the Qualification

Training Providers wishing to deliver this qualification must apply by submitting an iPET Network **Qualification Approval Form** which can be downloaded from the website. The Training Provider must provide supporting information and documents to demonstrate their ability to deliver this qualification and adhere to quality assurance and assessment regulations.

Applications can be made via email [info@ipetnetwork.co.uk](mailto:info@ipetnetwork.co.uk) or if there are any queries call the iPET Network team on 0800 433 4700.

Training Providers wishing to offer this qualification must note the requirements stipulated in Appendix A.

### Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards.

Standardisation:

- Establishes statements on the standard of evidence required to meet the assessment criteria for the units in iPET Network Qualifications
- Makes recommendations on assessment practice
- Produces advice and guidance for the assessment of units
- Identifies good practice in assessment.

It is a requirement of the Training Provider approval process that each Training Provider offering units from iPET Network qualifications must provide assessment materials and Candidate evidence for standardisation if requested.

iPET Network will notify Training Providers of the required sample(s) for standardisation purposes. Assessment materials, Candidate evidence and Tutor feedback must be sent to iPET Network by Training Providers.

Outcomes from standardisation will be available to Training Providers through iPET Network.

### Support for Training Providers

iPET Network provides all Training Providers with on-going support and advice on the use of iPET Network units and qualifications, including the requirements for assessment.

If Training Providers who are approved to offer iPET Network units and qualifications have obtained a UKPRN (UK Provider Reference Number) from the UKRLP (UK Register of Learning Providers), this will be used as the Training Provider's reference number. If a Training Provider has not obtained a UKPRN they will be issued with a unique iPET Network Training Provider number.

Information about obtaining a Unique Learner Number (ULN) on behalf of the Candidates is included in the **iPET Network Training Provider Manual**.

### Training Provider Responsibilities

Each Training Provider should identify a named contact person who will be responsible for any iPET Network provision within the Training Provider organisation.

The Training Provider contact must ensure all procedures relating to the delivery of the qualification operate effectively in the centre.

The Training Provider contact is the person responsible for confirming and ensuring that the Training Provider meets all the iPET Network requirements for Training Provider recognition.

The Training Provider contact is responsible for ensuring all relevant iPET Network documentation is distributed as required within the Training Provider and that the security requirements for external assessment are adhered to, where applicable.

## 9. Appendix A – Requirements to Offer This Qualification

To offer this qualification, Training Providers must ensure that Tutors involved in delivery and assessment are professionally competent to do so. This means Training Providers must ensure that Tutors have the following qualifications/experience:

<b>1. Subject-specific Qualifications</b>  Tutors must possess the following:	<b>AND</b>	<b>2. Relevant Experience</b>  Tutors must possess <b>both</b> of the following:	<b>AND</b>	<b>3. Teaching Qualification</b>  Tutors must possess at least <b>one</b> of the following:
<ul style="list-style-type: none"> <li>Level 2 or above regulated qualification in Safeguarding</li> </ul>		<ul style="list-style-type: none"> <li>CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements.</li> <li>Have a minimum of 1 year demonstrable experience in the subject area.</li> </ul> <p>(This will be accepted at the discretion of the Awarding Organisation)</p>		<ul style="list-style-type: none"> <li>iPET Network Level 3 Award for Educators in the Canine and Feline Sector</li> <li>Level 3 Award in Education and Training; or</li> <li>Level 4 Certificate in Education and Training; or</li> <li>Level 3 or 4 PTLLS (or equivalent).</li> </ul>

If no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of approval.



Evidence of qualifications and experience must be provided in the form of original certificates, detailed CV and employer references. iPET Network reserves the right to request additional information in support of Training Provider/Tutor applications e.g., client reviews.

Training Providers must also ensure that they have in place an Internal Quality Assurer 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 in a workplace / educational environment
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

Or,

Gold package registrations are used with iPET Network (***Refer to Training Provider Fees***)

## 10. Qualification Unit Breakdown and Assessor Guidance

<b>Unit title:</b>	<b>Understanding Safeguarding for Pet Professionals</b>
<b>Level:</b>	<b>2</b>
<b>GLH:</b>	<b>7</b>
<b>TQT:</b>	<b>10</b>
<b>Unit code:</b>	<b>238</b>
<b>Unit reference number:</b>	<b>Y/651/1526</b>
<b>Unit aim:</b>	<b>This unit is aimed at pet professionals working in a wide range of settings. This unit introduces the importance of safeguarding children, adults and companion animals from violence and abuse. It identifies different types of abuse and the signs that might indicate abuse is occurring and raises awareness of the link between animal cruelty and interpersonal abuse. It considers what a learner must do if abuse is suspected or directly disclosed.</b>
<b>Number of learning outcomes</b>	<b>5</b>

<b>1. Understand neglect and abuse of children, adults, and companion animals</b>	1.1. Describe child abuse
	1.2. Describe domestic abuse
	1.3. Describe animal cruelty and neglect abuse
	1.4. Summarise the prevalence of child abuse
	1.5. Summarise the prevalence of domestic abuse
	1.6. Summarise the prevalence of cruelty to animals and neglect abuse
	1.7. Explain a range of abusive tactics used by perpetrators of domestic abuse on children and adult humans
<b>2. Understand the links between the abuse of children, adults and companion animals</b>	2.1. Explain the link between animal cruelty, neglect abuse and interpersonal abuse
	2.2. Explain how companion animals can be used to perpetrate domestic abuse and coercive controlling behaviour
	2.3. Define the term risk in relation to interpersonal violence and abuse of humans and animals
	2.4. List the most common risks relating to the abuse of humans and animals
<b>3. Understand the indicators of possible abuse in children, adults, and companion animals</b>	3.1. Explain the indicators of abuse in humans
	3.2. Explain the indicators of abuse in companion animals
<b>4. Understand current legislation, guidelines, policies and procedures for safeguarding children, adults and companion animals from abuse</b>	4.1. Describe current legislation, guidelines, policies, and procedures affecting the safeguarding of children
	4.2. Describe current legislation, guidelines, policies, and procedures affecting the safeguarding of vulnerable adults
	4.3. Describe current legislation, guidelines, policies, and procedures affecting the protection of animals
	4.4. Identify the information that should be included in a safeguarding policy and procedure
<b>5. Understand how to manage safeguarding concerns in children, adults and companion animals</b>	5.1. Explain how to make a targeted enquiry about suspected abuse

	5.2. Summarise good practice in relation to managing a disclosure of abuse from a child or adult
	5.3. Explain the range of statutory and voluntary organisations that can support children who have been subjected to abuse
	5.4. Explain the range of statutory and voluntary organisations that can support adults who have been subjected to abuse
	5.5. Explain the range of organisations that can support companion animals who have been subjected to abuse
	5.6. Explain relevant legislation and guidance confidentiality and data protection in relation to safeguarding
	5.7. Explain the potential consequences of not sharing safeguarding concerns
	5.8. Describe vicarious trauma and the signs of having it
	5.9. Explain how to take care of yourself after a disclosure

### Assessment information

All Assessment Criteria must be evidenced. For guidance on assessment, including principles of assessment and methods which may be used, Training Providers should consult the 'Assessment' section of the iPET Network Qualification Handbook and relevant policies.

Sector Subject Area (SSA)	3.3
Date from which qualification will be available for learners	08/05/2024
Qualification review date	08/05/2027

## 11. Suggested Learning Resources

Qualification	Suggested learning resources
<p><b>iPET Network Level 2 Award in Safeguarding for Pet Professionals</b></p>	<p><b>Literature</b></p> <p>Companion Animals and Domestic Violence: Rescuing Me, Rescuing You by Nic Taylor and Heather Fraser, 2019.</p> <p>Not without my Pet: Understanding the relationship between victims of domestic violence and their pets by Andrew Campbell, 2021.</p> <p>Understanding Animal Abuse and How to Intervene with Children and Young People: A Practical Guide for Professionals Working With People and Animals, Gilly Ferreira, Joanne Williams, 2023.</p> <p><b>Research Articles</b></p> <p>Animal Abuse as a Strategy of Coercive Control, Wakeham, M. 2021 - <a href="https://research-information.bris.ac.uk/ws/portalfiles/portal/316598264/Final_Copy_2021_28_09_Wakeham_M_PhD.pdf">https://research-information.bris.ac.uk/ws/portalfiles/portal/316598264/Final_Copy_2021_28_09_Wakeham_M_PhD.pdf</a></p> <p>Pet Abuse as part of Intimate Partner Violence, Women’s Refuge, 2018 - <a href="https://www.petrefuge.org.nz/media/soajptia/2018-womens-refuge-research1.pdf">https://www.petrefuge.org.nz/media/soajptia/2018-womens-refuge-research1.pdf</a></p> <p>Pets in danger: Exploring the link between domestic violence and animal abuse, Newberry, M. 2016 - <a href="https://shura.shu.ac.uk/13989/8/Newberry%20%282016%29%20-%20Pets%20in%20danger%3B%20Exploring%20the%20link%20between%20domestic%20violence%20and%20animal%20abuse%20FINAL%20accepted%20version%20PDF.pdf">https://shura.shu.ac.uk/13989/8/Newberry%20%282016%29%20-%20Pets%20in%20danger%3B%20Exploring%20the%20link%20between%20domestic%20violence%20and%20animal%20abuse%20FINAL%20accepted%20version%20PDF.pdf</a></p> <p>Animal Abuse as an Indicator of Domestic Violence: One Health, One Welfare Approach, Rojas et al, 2022 - <a href="https://www.researchgate.net/publication/359756765_Animal_Abuse_as_an_Indicator_of_Domestic_Violence_One_Health_One_Welfare_Approach">https://www.researchgate.net/publication/359756765_Animal_Abuse_as_an_Indicator_of_Domestic_Violence_One_Health_One_Welfare_Approach</a></p> <p>Jasmine Montgomery, Zhanming Liang &amp; Janice Lloyd (2024) A Scoping Review of Forced Separation Between People and Their Companion Animals, Anthrozoös, 37:2, 245-267, <a href="https://www.tandfonline.com/doi/full/10.1080/08927936.2023.2287315#:~:text=In%20times%20of%20housing%20crisis,et%20al.%2C%202009">https://www.tandfonline.com/doi/full/10.1080/08927936.2023.2287315#:~:text=In%20times%20of%20housing%20crisis,et%20al.%2C%202009</a>).</p> <p>Keeping Pets Safe in the Context of Intimate Partner Violence: Insights from Domestic Violence Shelter Staff in Canada Rochelle Stevenson, 2017 - <a href="https://www.uwindsor.ca/aipabuseresearchgroup/sites/uwindsor.ca.aipabuseresearchgroup/files/keeping_pets_safe_in_the_context_of_intimate_partner_violence_submitted.pdf">https://www.uwindsor.ca/aipabuseresearchgroup/sites/uwindsor.ca.aipabuseresearchgroup/files/keeping_pets_safe_in_the_context_of_intimate_partner_violence_submitted.pdf</a></p> <p><b>Guides</b></p> <p>The Links Group, 2024. Suspected Abuse of Animals and People: Guidance for the Veterinary Team - <a href="https://thelinksgroup.org.uk/veterinary-team-guidance/">https://thelinksgroup.org.uk/veterinary-team-guidance/</a></p>



[Animal welfare legislation: protecting pets - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Safeguarding and Protecting Children Leaflet, Barnardo's, <https://cms.barnardos.org.uk/sites/default/files/2021-07/Safeguarding%20Induction%20Leaflet.pdf>

Working together to safeguard children 2023: summary of changes, NSPCC, 2023 - <https://learning.nspcc.org.uk/research-resources/2023/working-together-to-safeguard-children-2023-summary-of-changes>

Safeguarding Key Concepts, Social Care Institute for Excellence - <https://www.scie.org.uk/safeguarding/adults/introduction/highlights/>

Adult Safeguarding, Somerset Safeguarding Board - <https://somensetsafeguardingadults.org.uk/information-for-the-public/what-is-safeguarding/#:~:text=It%20means%20protecting%20an%20adult's,abuse%20or%20neglect%20wherever%20possible>

The Difference between Safeguarding in Wales and England, Ann Craft Trust - <https://www.anncrafttrust.org/resources/differences-between-safeguarding-in-wales-and-england/>

Domestic Abuse and Children, NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Types of Child Abuse, NSPCC - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

Coercive Control, Welsh Women's Aid - <https://welshwomensaid.org.uk/information-support/what-is-coercive-control/#:~:text=Coercive%20control%20refers%20to%20continuous,them%20feel%20isolated%20or%20scared.>

Controlling or Coercive Behaviour Help Guide, Staffordshire Police - <https://www.staffordshire.police.uk/SysSiteAssets/media/downloads/staffordshire/coercive-behaviour-brochure.pdf>

The Survivor's Handbook, Women's Aid, <https://www.womensaid.org.uk/information-support/the-survivors-handbook/>

### **Webinars/Videos**

Safeguarding Animal & Human Survivors of Sexual and Domestic Abuse, DIP in and out with Lucy, 2024 - <https://www.youtube.com/watch?v=rfdxOtFkE2M&t=19s>

Companion Animals and Domestic Abuse - Controlling and Coercive Behaviours, 42BR Barristers, 2023 - <https://www.youtube.com/watch?v=gjWm5bvbbY0>

Animals in Domestic Violence, Heather Fraser TED Talk, 2020 - <https://www.youtube.com/watch?v=V9cMyUIZCFO>

Animal Abuse & the Violence Link, SASK SPCA,  
2022 - <https://www.youtube.com/watch?v=il19eRV-Akk>

Pets and Domestic Violence - Is your team prepared?, WSAVA, 2022  
- <https://www.youtube.com/watch?v=qv4pMWVK3SI>

Coercive Control – Where is the Line?, Ards and North Devon Borough Council, 2022  
- <https://www.youtube.com/watch?v=DmbTqFH4x0w>

Understanding Coercive Control Against Children: Impacts and Supportive Responses,  
Learning and Knowledge Hub, 2023 - <https://www.youtube.com/watch?v=ZIQGMQ8qZVM>

Understanding and dealing with coercive control with Dr Emma Katz,  
2023 - <https://www.youtube.com/watch?v=fqLJm4rMl3Y>

Trauma and the Brain, NHS Lanarkshire EVA Services, 2016  
- <https://www.youtube.com/watch?v=4-tcKYx24aA&t=385s>

#### Websites

[www.sahsda.org](http://www.sahsda.org)

<https://nationallinkcoalition.org/>

<https://www.dogstrustfreedom.org.uk/refer-a-client/pets-and-domestic-abuse->

<https://www.cats.org.uk/what-we-do/cp-lifeline>

<https://refuge4pets.org.uk/>

<https://learning.nspcc.org.uk/safeguarding-child-protection/>

<https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/child-abuse-and-harm>

<https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/#:~:text=We%20define%20domestic%20abuse%20as,it%20is%20very%20common>

<https://www.thisisnotanexcuse.org/domestic-abuse/>

<https://kb.rspca.org.au/knowledge-base/is-there-a-link-between-domestic-violence-and-animal-abuse/>

<https://valleyhouse.org.uk/2023/10/03/pets-domestic-abuse-uncovering-the-hidden-victims/>

<https://www.petprofessionalguild.com/pet-owners/pets-and-their-people/pets-and-their-people-blog/do-pets-experience-emotional-trauma/>



## 12. Supporting Documents and General

The following documents contain essential information for Training Providers delivering iPET Network qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk), the web portal or SharePoint.

iPET Network Training Provider Manual

iPET Network Quality Assurance Requirements

Malpractice and Maladministration Policy and Procedure (including Sanctions)

### Document Control

**Document Name:** Level 2 Award in Safeguarding for Pet Professionals - Qualification Specification

**Document Number:** Q166

Date of Correction	Version Number	Correction Reason
	1	
10/07/2024	2	Update to suggested learning resources to include the most up to date version of 'Suspected Abuse of Animals and People: Guidance for the Veterinary Team' and clarification the author is the Links Group.