

Unit 29: Undertake Animal Training

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| Unit code: | H/600/9433 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of animal training and how these can be put into practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The learner will be able to combine knowledge of animal learning and behaviour to assess an animal's suitability for training, design a suitable training programme, select appropriate training aids and then train an animal to achieve a desired result. The learner will then be able to assess the training programme and modify it to improve future results.

● Unit introduction

The focus of this unit is on developing learners' practical ability to train a selected animal. Before developing the training plan learners will look at how to assess an animal's suitability for training through taught classes and practical experience. They will discuss what training aids may be suitable to use within the training programme. After discussing this with the tutor, learners will devise and implement their own training plan.

Self-evaluation is an essential requirement of this unit. Learners need to evaluate each training session, identifying strengths and weaknesses, and the overall effectiveness of the training, before deciding on and implementing any changes. On completion of the unit learners will be able to relate the practical training to the theoretical aspects of animal training.

In addition, learners will investigate the roles of organisations that accredit animal training. Throughout the unit learners will be made aware of safe practice relating to the handling and training of a range of animals, training aids and zoonotic diseases.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to assess animal behaviour
- 2 Know how to apply training aids within a training programme
- 3 Be able to train an animal
- 4 Understand the success of animal training programmes.

Unit content

1 Be able to assess animal behaviour

Animal behaviour: life stage; health; species and breed suitability and characteristics of animals, body language eg tail position, ears, eyes, nose, mouth, body posture, movement, shaking, piloerection, vocalisation; trainer, appropriate reactions to animal behaviour

Temperament: relaxed, scared, aggressive, anxious, stressed; temperament testing

Training programme: pet handling; obedience; working animals; entertainment

Theory: classical conditioning; operant conditioning; positive reinforcement; negative reinforcement; punishment

Health and safety: risk assessment; PPE and safety equipment; zoonotic diseases

2 Know how to apply training aids within a training programme

Training aids: use; praise (voice, physical contact, food); specialist equipment eg lead, collar, harness, clicker, training discs, halter, bridle and bit, whistle, long line

Effectiveness: impact on animal welfare, stress, risks to handler, efficiency of learning; ethical and moral issues regarding training animals, cultural differences regarding animal use and training methods

3 Be able to train an animal

Training goals: pet handling (eg recall, sit, stay, down); obedience (eg heel work, distance control, scent work); working animals (eg herding sheep, detecting drugs/explosives, tracking people, rescue, assistance)

Training plan: length of sessions, frequency of sessions; training environment; aims and objectives of session; training methods and training aids

Review progress: monitoring progress; recognising problems (eg lack of focus, inappropriate training methods/aids, inappropriate training environment, unachievable goals)

4 Understand the success of animal training programmes

Review success: aims and objectives met; progress made by animal and trainer

Modifications to programme: length of sessions, frequency of sessions; training environment, aims and objectives of sessions; training methods and aids

Training organisations: as relevant eg Association of Pet Dog Trainers (APDT), Kennel Club Accreditation Scheme, Association of Pet Dog Trainers, National Association of Dog Obedience Instructors

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | | |
|---|---|---|--|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: | |
| <p>P1 carry out behavioural assessment on animals to assess their suitability for inclusion on a training programme</p> <p>P2 design a training programme for an animal based on learning theory and behavioural assessment. [CT]</p> | <p>M1 describe signs of aggression for a selected animal, summarising how to react to the observed behaviour</p> | <p>D1 evaluate current methods of temperament testing</p> | |
| <p>P3 identify training aids that can be used in training programmes for animals</p> <p>P4 describe how to correctly use training aids</p> <p>P5 evaluate the effectiveness of different animal training aids [IE]</p> | | | <p>M2 explain the use of training aids in animal training</p> |
| <p>P6 implement animal training to achieve specific goals. [SM]</p> <p>P7 review the progress of an animal as a result of training sessions [IE]</p> | <p>M3 train an animal to meet some training needs</p> | <p>D3 effectively train an animal to meet most training goals.</p> | |
| <p>P8 review the success of the animal training programme</p> <p>P9 review the training programme to identify any modifications [EP]</p> | | | <p>M4 assess factors which have affected the success of the training programme.</p> |
| <p>P10 implement modifications to the training programme to improve results.</p> | | | |

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|----------------------------|--------------------------|------------------------------|
| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

Delivery of this unit will be through practical and written assessments,, visits to suitable animal collections and will link to work experience placements.

A wide range of visits should be encouraged so that learners can see animal training being carried out in a range of situations, including pet training, working animals and, where possible, animals for entertainment. It is essential that tutors stress the importance of animal welfare and the health and safety of the handler with regular reference to the issues relating to zoonotic diseases and animal aggression. Risk assessments must be undertaken before any practical activity.

The focus for learning outcome 1 is on assessing an animal's suitability for training and real-life practical situations should be used wherever possible to consolidate theoretical knowledge. Tutors should ensure a range of animals are used so that learners are familiar with as many outcomes and difficulties as possible. Tutors will also need to teach learners to design a suitable training programme based on clear aims and objectives, and using appropriate learning theory.

Learning outcome 2 covers identifying and using suitable training aids correctly. Learners should have the opportunity to complete practical work using the full range of training aids. Animal welfare and the health and safety of handlers must be maintained at all times. Tutors should spend time in the classroom evaluating the effectiveness of training aids, taking into account factors such as breed, species, aim of training and learning environment before allowing learners to form their own opinions. The moral and ethical aspects of animal training, in particular the use of punishment, should be highlighted by tutors.

Learning outcomes 3 and 4 are linked as learners will need to observe and analyse their own training programmes as well as those of others. The aims and objectives of the training plan will be determined by the tutor to ensure fairness in terms of complexity. Tutors should encourage learners to use a variety of methods to collate their evidence and these should be provided in conjunction with a logbook, diary or portfolio. The logbook should detail learners' experience of the sessions, the progress made, any areas of difficulty and how these difficulties can be overcome. Learners should be encouraged to develop a range of methods to meet the training aims and objectives and should be flexible in their approach to training.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction and overview of the unit. |
| Theory session: assessing animal suitability for training. |
| Practical application of this assessment. |
| Discussion of the health and safety implications of animal training. |
| Research activity: temperament testing. |
| Theory session: learning theories. |
| Discussion: preparing a training plan. |
| Assignment 1: Preparing for Training (P1, P2, P3, P4, P5, M1, M2, D1, D2) |
| Tutor introduces the assignment. |
| Practical application of animal training and review of each session. |
| Assignment 2: Training an Animal (P6, P7, P8, P9, P10) |
| Tutor introduces the assignment. |
| Discussion: review progress and identify modifications. |
| Practical application: implementing modifications. |
| Research activity: investigate the range of training programmes. |
| Practical application: carry out training using different methods. |
| Assignment 3: Different Training Programmes (M3, D3) |
| Tutor introduces the assignment |
| Theory session: regulating bodies and accreditation schemes. |
| Assignment 4: Animal Training Review (M4) |
| Tutor introduces the assignment. |
| Discussion: evaluate the success of training. |
| Unit review. |

Assessment

P1 and P2 should be achieved through practical activities. Learners need to assess the suitability of a minimum of three animals for training using the full range of methods listed in the unit content. Learners should then select the most suitable animal and devise a training programme for that animal, stating how health and safety will be maintained. The aims and objective of the training plan should be specified by the tutor to ensure fairness in complexity across all learners. Evidence could be in the form of witness statements, written documentation, video evidence and the written training plan.

For P3, learners must identify all training aids listed in the unit content correctly. Evidence could be in the form of annotated diagrams, oral questions or presentations.

For P4, learners need to describe how to use all the training aids identified in P3 correctly. Learners should pay particular attention to the health and safety of the handler when using the aids. Evidence could be in the form of practical assessments, annotated diagrams, presentations or written evidence.

For P5, learners must evaluate the effectiveness of all the training aids identified in P3. Learners should pay particular attention to the health and safety of the handler when using the aids. Evidence could be in the form of learner discussions during the practical assessment for P4 or annotated diagrams, presentations or written evidence.

P6 and P7 are linked. Learners need to implement the training programme they designed in P2. Learners

must provide evidence for each training session, through diary entries, video evidence or logbooks. Each session should contain details of how the training was carried out, the methods used and the timing of each session, as well as how the animal responded and progressed and any problems or difficulties encountered.

For P8, learners need to evaluate the effectiveness of the training programme they implemented for P7. Learners should comment on the animal's ability to perform the task at the end of the training plan compared to at the beginning and should highlight the strengths and weakness of the programme. Evidence could be a presentation or written report.

For P9, learners must review the overall outcome of the training sessions and suggest possible modifications to the training plan. Evidence could be integrated into the diary learners produced for P6.

For P10, learners must implement the modifications they made to the training plan. Where possible the evidence should be integrated with the practical work for P6.

For M1, learners should describe the signs of aggression for a selected animal, summarising how a trainer should react to the observed behaviour. The animals to be used should be agreed with the tutor to ensure equal complexity across all learners. Evidence could be in the form of a written report, annotated diagram or presentation.

For M2, learners should explain the use of training aids. Evidence may be in the form of a written report, responses to short-answer questions or group discussions.

For M3, learners need to train a selected animal, meeting some given training goals. Evidence is likely to be in the form of witness statements, observation records and a written diary/log.

For M4, based on the training programme carried out in P6, learners need to identify factors which affected the success of the training, in either a positive or negative way. Evidence could be in the form of a presentation, additional comments in the logbook or diary, or a written report.

For D1, learners should evaluate the range of methods currently used for temperament testing. Learners should compare a minimum of three different temperament tests. Evidence could be in the form of a written report.

For D2, learners need to identify the main pieces of legislation relating to animal training and provide an overview of the legislation and how they impact on the daily work of animal training.

For D3, learners must demonstrate effective training of a selected animal meeting most, or all, given training goals. Evidence is likely to be in the form of witness statements, observation records and a written diary/log.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|-------------------------------|--|---|
| P1, P2, P3 P4, P5, M1, M2, D1, D2 | Preparing for Training | In order to begin training an animal it is essential that you are aware of the animal's suitability and the aims and objectives of the training. You should assess three animals for suitability for training before creating an appropriate training plan for one of them. The training plan should detail the necessary training aids and learning theories. | Practical observations and written report. |
| P6, P7, P8, P9, P10 | Training an Animal | Using your training plan, you should undertake the training programme. You should complete a diary logbook clearly explaining what was carried out during each session, the progress made and any difficulties encountered. You should have a flexible approach to training and comment on how you adapted the plan to overcome the difficulties. At the end of the programme you should produce a conclusion explaining the success of the programme. | Diary entries/ logbook/portfolio. Written report. |
| M3, D3 | Different Training Programmes | You should examine three different working animals and the methods used for their training | Presentation. Written report. |
| M4 | Animal Training Review | You need to review animal training carried out by identifying factors which affected success of the training. | Presentation. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|------------------------------------|--|
| Maintain Animal Health and Welfare | Element AC5.1 Train animals in basic discipline and to achieve specific objectives Element AC5.2 Contribute to the evaluation and improvement of animal training programmes |
| | Element AC18.1 Design basic discipline training programmes for animals Element AC18.2 Train animals in basic discipline |
| | Undertake Kennel and Cattery Management |
| | Undertake Pet Store Design and Animal Management |
| | Understand the Principles of Animal Nursing |
| | Understand and Interpret Animal Behaviour and Communication |

Essential resources

A range of animals and training aids will be required along with a suitable training environment which is safe and secure for both handlers and animals. Learners will require access to suitable theory-based resources.

Employer engagement and vocational contexts

The focus of this unit is on both the practical aspects of animal training and the underpinning theory which makes training successful. Centres are encouraged to create and develop links with local animal training clubs as well as organisations that have working animals. This could be via guest lectures, workshops or visits to see the training taking place or the animals working on site. Learners could develop and apply their own knowledge by leading training sessions and workshops.

Indicative reading for learners

Textbooks

Burch, M R and Bailey I S – *How Dogs Learn*. (Wiley-Blackwell, 1999) ISBN 9780876053713

Fisher J – *Dogwis: Natural Way to Train Your Dog* (Souvenir Press, 1992)

ISBN 9780285631144

Fogle B – *RSPCA New Complete Dog Training Manual* (Dorling Kindersley, 2006)

ISBN 9781405314404

Hammond S – *Training the Disaster Search Dog: A Dogwise Training Manual* (Dogwise Publishing, 2005)

ISBN 9781929242191

Lindsay S R – *Handbook of Applied Dog Behavior and Training*. (Iowa State University Press, 2000)

ISBN 9780813807546

McGreevy P and Boakes R – *Carrots and Sticks: Principles of Animal Training* (Cambridge University Press, 2007) ISBN 9780521686914

Pryor K – *Don't Shoot the Dog! The New Art of Teaching and Training*. (Ringpress Books Ltd,2002) ISBN 9781860542381

Journals

Animal Behaviour

Applied Animal Behaviour Science

Websites

www.seaworld.org/animal-info/info-books/training/index.htm Animal Training at SeaWorld and Bush Gardens

www.apdt.co.uk Association of Pet Dog Trainers

www.animaltraining.org Disney's Animal Training

www.guidedogs.org.uk Guide Dogs for the Blind

www.rspca.org.uk RSPCA

www.the-kennel-club.org.uk/ The Kennel Club

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|--|
| Creative thinkers | developing alternative methods of training when problems are encountered |
| Reflective learners | using a training plan to review progress and modify plans |
| Self-managers | producing, with tutor support, a training plan for a selected animal |
| Effective participators | working with an animal and making progress with its training. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | researching temperament testing and discussing the ethical and moral aspects of animal training |
| Creative thinkers | applying techniques and training methods during training programmes |
| Reflective learners | analysing their animal's performance and identifying strengths and weaknesses |
| Effective participators | taking part in a range of practical demonstrations and workshops to highlight different training methods. |

● Functional skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Manage information storage to enable efficient retrieval | saving work on a daily basis and amending their training plan |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | using the internet to research the training methods used for different working animals and different methods of temperament testing |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: text and tables images numbers records. | producing training plans which monitor session dates and times as well as training methods and progress producing written assignments using ICT |
| Bring together information to suit content and purpose | comparing different training methods used for working animals collating the information found when assessing an animal's suitability for training and reaching an accurate conclusion |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | involved in group discussions regarding the ethical and moral aspects of animal training involved in practical demonstrations and workshops |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading and summarising information regarding temperament testing and different training programmes |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | completing a written practical diary of the training completing written descriptions of training aid and learning theories completing written accounts of assessing an animal's suitability for training. |