

# Unit 32: Understand Working Dogs

**Unit code:** **D/600/9205**

**QCF Level 3:** **BTEC National**

**Credit value:** **10**

**Guided learning hours:** **60**

## ● Aim and purpose

This unit aims to introduce learners to the skills and knowledge needed for using working dogs, and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

Working dogs play key roles in a variety of countryside management tasks. Selection of correct breed and character is very important for both dog and handler. Training methods, equipment and field etiquette are also important in the partnership between handler and working dog.

Health, welfare and basic field first aid of the working dog are essential parts of this unit. Correct housing requirements for a variety of breeds must be considered, along with planned breeding of a chosen breed.

## ● Unit introduction

This unit is intended for learners who wish to pursue a career in countryside pursuits and management such as farming, hunting and shooting. When anyone thinks of these pursuits, a companion dog often springs to mind, assisting workers with their daily tasks. For a working dog to be effective, it is essential that its training, healthcare, husbandry and breed are correct and match the tasks the dog is expected to carry out. This unit provides a basis for these topics, and will develop learners' skills in dealing with well-trained working dogs.

Learners will gain an understanding of the commonly used breeds of working dog, their characteristics and suitability for the different tasks within the countryside management sector. Training is a critical aspect of preparing a working dog and learners will gain the skills needed to devise a training plan for a specific breed of working dog through contact with professional dog trainers. The importance of planned, structured training and working-in-the-field etiquette will be considered as part of the overall delivery of the unit.

Learners will also investigate health and welfare issues surrounding working dogs. They will identify commonly encountered diseases, as well as common endoparasites and ectoparasites. Other welfare issues related to healthy diets, exercise and the design and construction of housing will also be covered, together with a range of basic first aid skills and techniques.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Be able to identify the most common breeds and types of working dogs and their suitability for countryside management tasks
- 2 Know how to plan a structured training programme for a working dog
- 3 Understand the health and first aid issues that can affect working dogs
- 4 Understand the housing requirements for a specific breed of working dog.

# Unit content

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## 1 Be able to identify the most common breeds and types of working dogs and their suitability for countryside management tasks

*Common breeds of working dogs:* Border collie; Spaniels (Springer, Cocker, Field); Labrador; Retriever; Terriers (Jack Russell, Border terrier); Rottweiler; German shepherd; hounds (eg blood hound, scent hound, basset hound); crossbreds

*Common types of working dogs:* gun dogs; security dogs; sheep/cattle herding and control dogs; tracking and scent dogs; hunting dogs; pest control dogs

*Suitability for countryside management tasks:* instincts; natural behaviour and ability eg hunting, retrieving; trainability; efficiency; fear and aggression; health eg hereditary disease; noise; sociability

*Identification of breeds:* identification by physical and behavioural traits and characteristics eg size, conformation, colourings and markings, head shape, tail type and length, coat type

## 2 Know how to plan a structured training programme for a working dog

*Planning a structured training programme:* methods and alternatives available; time available; objectives; equipment including restraining and handling equipment; training aids eg whistle, voice control, leads and collars, starting pistol; PPE and health and safety considerations; stages of training and optimum ages for dog; animal health and welfare considerations; training techniques and principles eg use of rewards, commands, reinforcement, repetition; importance of basic obedience training; consequences of poor or inadequate training

## 3 Understand the health and first aid issues that can affect working dogs

*Maintenance of health, welfare and basic first aid:* signs and symptoms of common diseases that can affect working dogs; effects of common internal and external parasites; appropriate responses to and first aid treatment of basic illnesses and injuries of working dogs; when to seek veterinary advice; prophylactic treatment; correct health, welfare and dietary needs for a specific breed of working dog; healthcare at different life stages; health check records; health and safety; PPE; risk assessment

## 4 Understand the housing requirements for a specific breed of working dog

*Housing requirements:* heating; lighting; ventilation; space; ease of access; disposal of waste and drainage; provision of utilities; protection from prevailing weather; substrates used and their properties; whelping and rearing space; noise pollution; security; ease of provision of food and water; housing appropriate to breed and coat type/size/age/life stage; in accordance with 'five freedoms' principles

## 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.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<b>P1</b> identify given breeds of working dog [SM, IE, CT]	<b>M1</b> explain how different breeds are particularly suitable for specified tasks	<b>D1</b> discuss how training programmes differ for different breeds of dog, tasks and objectives
<b>P2</b> describe the tasks that each breed of dog is designed for [CT, RL, IE]		
<b>P3</b> develop a structured training programme for a selected breed of dog [CT, TW, EP]	<b>M2</b> explain how the training programme will enable specific objectives to be met	
<b>P4</b> compile and explain a health check record sheet suitable for a selected working dog [CT, RL, IE, SM]	<b>M3</b> create a healthcare plan for a specified breed of working dog over a year to include prophylactic treatments, housing and feeding, and potential problems at specified points of the year	<b>D2</b> evaluate a healthcare plan and kennel design and suggest improvements specific to breed, age and the type of work being carried out.
<b>P5</b> describe basic first aid for working dogs [CT, RL, IE]		
<b>P6</b> design a new kennel facility for a specified breed of working dog. [CT, RL, IE]	<b>M4</b> explain how the kennel facility meets the needs of a specified breed of working dog.	

**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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to working establishments and will link to work experience placements.

In order to successfully complete this unit, learners should have opportunities to plan and carry out the training of a working dog. Emphasis should be on practical assessments where possible for the unit, with learners given adequate time to prepare for these assessments.

All learners should have access to the animals with a clear emphasis on health and safety and animal welfare at all times.

Centres should be encouraged to give learners appropriate access to a variety of breeds, but animal welfare is of paramount importance, and this needs to be planned carefully to prevent stress or suffering of the animals.

Learners should be encouraged to carry out independent research for this unit, to allow for guided development of research and independent thinking skills.

Tutors should formulate links with external animal care organisations to provide a 'real' view of working dogs. This could be through visits to animal establishments and from guest speakers from organisational professionals such as representatives from companies using working dogs, animal experts, breeders, vets and vet nurses.

Delivery of learning outcome 1 needs to include observation of a number of common breeds of working dog, which can be supplemented by photographic and audio-visual material. It will be helpful for learners to observe dogs in a working situation, so that they can best appreciate the skills and characteristics needed in a range of situations. This learning outcome would lend itself well to learner research on common tasks and purposes and the matching breed characteristics. A guest speaker, such as a working dog handler or breed judge, would add interest and relevance.

Delivery of learning outcome 2 should include theory of the importance and design of training programmes, and supervised practical opportunities so that learners have the opportunity to handle dogs and put the theory of training into practice. It is important that any training is within the context of the dog's role, agreed by its owner, and planned and supervised carefully to avoid stress or confusion to the animal.

Delivery of learning outcome 3 is likely to include some theory sessions and learners investigating common diseases and their symptoms, prevention and treatment. It is also anticipated that delivery will include simulated first aid practice. A guest speaker talking about the importance of diet and welfare would be of benefit.

Delivery of learning outcome 4 is likely to include visits to a range of kennel facilities.

As well as classroom-based theory sessions, authorities could be contacted in relation to any requirements for building regulations, planning permission and environmental health issues. Learners could use CAD to achieve this learning outcome.

## 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Introduction to the unit.
<b>Assignment 1: Working Dog Breeds (P1, P2, M1)</b>
Tutor introduces assignment.
Uses of working dogs, and suitable breeds. How to identify suitable breeds and the characteristics that make them good working dogs.
Learner research: matching breed characteristics with tasks and activities.
<b>Assignment 2: Training Working Dogs (P3, M2, D1)</b>
Tutor introduces assignment.
Training methods and programmes: reasons for selection, use of objectives and importance of agreeing them with the owner, canine psychology and behaviour, principles of training.
Practical demonstrations of training and development of training programmes.
Practical implementation of training programme to meet specific objectives.
Theory and discussion: different training programmes for different breeds and objectives.
Theory session: how to evaluate training programmes.
Evaluation of training programmes, class discussion of training programmes.
<b>Assignment 3: Working Dog Kennels (P6, M4)</b>
Tutor introduces assignment.
Kennelling a working dog – theory, examples, research and practical.
Visit to view different kennel types and discuss purposes.
Design principles for kennels.
<b>Assignment 4: Working Dog Health and Husbandry (P4, P5, M3, D2)</b>
Tutor introduces assignment.
Learner research: healthcare and first aid
Healthcare for working dogs – practical health checking and theory of potential illnesses and injuries.
First aid procedures for working dogs – practical demonstrations and theory. Types of injury in different working situations. Breed susceptibility to different injuries and illness.
Devising healthcare plans.
Effect of breed, age and work requirements on healthcare plans.
Evaluating designs and healthcare plans.

## Assessment

For P1 and P2, learners are required to identify breeds of working dog, describing the tasks that each breed of dog is suited to. This could be assessed using a short-answer test, with learners identifying and then matching pictures or descriptions of breeds with the tasks they are designed for, or an annotated poster or leaflet. A minimum of eight breeds should be identified.

For P3, learners need to develop a structured training programme for a given dog breed. Learners should produce a written training programme for a breed of their choice, to include timings, resources, methods and equipment that would be suitable.

For P4 and P5, learners are required to compile and explain a health check record suitable for a working dog and describe basic first aid for the dog. This could be a written assignment, including a health check chart, an explanation of the chart and a description of basic first aid for common injuries in working dogs. A verbal discussion around a simulated first aid exercise could also provide suitable evidence for P5.

For P6, learners need to design a kennel facility for a specified breed of working dog. The breed could be selected by learners and agreed in discussion with the tutor. The kennel should be designed for a mature working dog and suitable evidence could be an annotated drawing or scale plan.

For M1, learners need to build on evidence submitted for P1 and P2 by explaining which features and characteristics make particular breeds suitable for specific tasks. Learners should cover at least four breeds with different characteristics. Evidence may be in the same format as for P1 and P2.

For M2, learners need to review the training programme devised for P3 and explain how will this meet specific objectives. Evidence could be a verbal or written report, or an extension of the evidence presented for P3.

For M, learners need to build on evidence created for P4 and P5 to create a full healthcare plan, for a year, that includes prophylactic treatments, housing and feeding and potential problems, for example illnesses and injuries that may occur at specified times of the year. The plan should vary in content at different times of the year according to the breed and task it is being used for.

For M4, learners need to review the kennel facility they designed and explain how it meets the needs of the specified breed of working dog. Evidence could be annotations on the kennel design or through a verbal or written report.

For D1, learners need to discuss how training programmes differ for at least three different breeds of dogs required for different tasks. Evidence could be presented as an extension of M1 and M2 and be in the same format.

For D2, learners need to evaluate a healthcare plan and kennel design for a working dog and make realistic suggestions for improvement related to the breed, age and type of work that the dog is being used for. Material could be provided by the tutor, or material created for M3 and M4 either by the learner or through peer evaluation could be used.

### **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.

<b>Criteria covered</b>	<b>Assignment title</b>	<b>Scenario</b>	<b>Assessment method</b>
P1, P2, M1	Working Dog Breeds	In preparation for your role as a dog trainer, you need to identify the major breeds of working dog and the tasks each is designed for. Explain why particular breeds are suited to particular tasks.	Short-answer test.
P3, M2, D1	Training Working Dogs	You are now about to launch your dog training business. Develop a structured training programme for one breed of working dog, and explain how it will meet its objectives. Prepare a verbal presentation for a group of owners explaining how training programmes differ for different breeds, tasks and objectives.	Written training programme. Verbal presentation.

Criteria covered	Assignment title	Scenario	Assessment method
P6, M4	Working Dog Kennels	A new owner is worried they have not yet constructed a kennel for their working dog. Design a suitable kennel facility, and show on your plans how the facility will meet the dog's needs.	Annotated plan.
P4, P5, M3, D2	Working Dog Health and Husbandry	Create a leaflet for new owners giving advice about healthcare and first aid for working dogs. Include a one-year healthcare plan for one breed of working dog. Prepare a verbal report evaluating a kennel design and healthcare plan and suggesting improvements.	Leaflet. Verbal report.

## 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
Introduction to Game Management	Element Ga10.1 Feed and water animals Element Ga10.2 Maintain the health and well-being of animals Element CU40.1 Select animals for training Element CU40.2 Design individual training programmes for animals to achieve specific objectives Element CU40.3 Implement training programmes to enable animals to achieve specific objectives Element CU40.4 Evaluate and improve training programmes which enable animals to achieve specific objectives Element CU41.1 Handle animals to enable them to work effectively Element CU41.2 Care for animals after they have worked
	Understanding Principles of Game Management

## Essential resources

Learners will need regular access to working dogs in real situations, although care should be taken not to overwork or stress the dogs. Ideally, learners should start the unit when there are dogs available for training to allow them to meet assessment criteria. The centre should have all the necessary training aids, equipment, risk assessments and healthcare resources available.

It may also be useful for learners to visit breeders of working dogs, dog shows and field trials where appropriate.

## Employer engagement and vocational contexts

Learners can be introduced to a variety of professionals from different companies and organisations, such as vets, RSPCA officers, farmers, pest control officers, company representatives and breeders etc. to broaden the depth of their knowledge and make the learning experience interesting and contextualised. This could be through either guest speakers or off-site visits to different establishments. All sites should be checked for health and safety before any visits.

## Indicative reading for learners

### Textbooks

Brander M – *Training the Pointer-retriever Gundog* (Swan-Hill Press, 1991) ISBN 1853102385

Deeley M – *Advanced Gundog Training: Practical Fieldwork and Competition, Second Edition* (The Crowood Press, 2001) ISBN 1861263961

Deeley M – *Working Gundogs: An Introduction to Training and Handling, Second Edition* (The Crowood Press, 1993) ISBN 1852237643

Evans JM and White K – *Doglopaedia – Second edition* (Ringpress Books, 2002) ISBN 1860540740

Fogle B – *RSPCA New Complete Dog Training Manual* (Dorling Kindersley Publishers, 2006)  
ISBN 1405314400

Frain S – *Traditional Working Terrier* (Swan-Hill Press, 2001) ISBN 1840373083

Humphreys J – *The Complete Gundog* (David & Charles, 2003) ISBN 0715315757

Moxon P – *Gun Dogs: Training and Field Trials, Sixteenth Edition* (Quiller Publishing, 1996)  
ISBN 1853105856

Wallace G – *The Specialist Gundog: Training the Right Breed for Shooting Wild Game* (The Sportsman's Press, 2004) ISBN 0948253827

### Websites

<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs
<a href="http://www.petplanet.co.uk">www.petplanet.co.uk</a>	Pet Planet UK pet store
<a href="http://www.thekennelclub.org.uk">www.thekennelclub.org.uk</a>	The Kennel Club
<a href="http://www.waltham.com">www.waltham.com</a>	Waltham Foundation
<a href="http://www.workingdogs.com">www.workingdogs.com</a>	Working Dogs – international cyberzine

## 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:

<b>Skill</b>	<b>When learners are ...</b>
<b>Independent enquirers</b>	identifying breeds of dogs describing suitability of dogs for tasks compiling health check sheets
<b>Creative thinkers</b>	identifying breeds of dogs describing suitability of dogs for tasks developing training programmes for working dogs
<b>Reflective learners</b>	describing suitability of dogs for tasks compiling health check sheets
<b>Team workers</b>	developing training programmes for working dogs
<b>Self-managers</b>	identifying breeds of dogs compiling health check sheets
<b>Effective participants</b>	developing training programmes for working dogs.

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.

<b>Skill</b>	<b>When learners are ...</b>
<b>Independent enquirers</b>	planning and carrying out research activities related to working dogs analysing information on alternative ways of training
<b>Creative thinkers</b>	asking questions to extend their thinking during lectures and practical sessions trying out alternatives or new ways of training and looking after working dogs adapting ideas as circumstances change eg new equipment, new methods
<b>Reflective learners</b>	identifying opportunities for changes and their own achievements setting goals for themselves to achieve eg conquering a fear of handling an animal reviewing progress in practical tasks and coursework
<b>Team workers</b>	working with others to carry out training and healthcare and group activities in class reaching clear agreements regarding who is carrying out which task working together when training and providing healthcare and husbandry to an animal
<b>Self-managers</b>	showing initiative and commitment with animals and their needs dealing with the pressures of an animal that is ill or injured managing emotions when it comes to animal welfare and healthcare
<b>Effective participants</b>	discussing issues of concern when working with an animal or finding an animal in a less than ideal welfare situation identifying improvements to current training regimes influencing others on their training regimes and standards.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT facilities in centres completing their course work using smartboards and PCs in class using interactive materials for teaching and learning researching subjects on the internet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	suggesting weights of food or animals to suit their needs suggesting dosage of supplements per size of animal, gathering and analysing weights of animals for healthcare evaluations.
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	reading material on the subject from a variety of sources for their assignment work reading around subjects and producing clear and concise documents using correct feeding terminology for the unit. presenting information to a group of people for the unit, and this should ideally be done in a classroom situation with their peers.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	