Modification history

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| Release | Comments |
| Release 1 | This version released with ACM Animal Care and Management Training Package Version 4.0. |

| ACMNEW5X1 | Work collaboratively to manage complex animal behaviour |
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| Application | This unit of competency describes the skills and knowledge required to interpret and assess animal behaviour and work collaboratively with clients and professionals to develop training and management programs to address animal behaviour issues.  This unit applies to experienced individuals working as behaviour or training practitioners who provide advanced animal training and behaviour management services for individual (personal) clients and for professional clients (veterinarians, behaviour veterinarians or other qualified professionals). They analyse, plan and implement behaviour change programs requiring the application of current best practice animal learning theory, methodologies and concepts with particular attention to animal welfare.  All work must be carried out to comply with workplace procedures according to Commonwealth and state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.  No licensing, legislative or certification requirements apply to this unit at the time of publication. |
| Prerequisite Unit | Nil |
| Unit Sector | Behaviour and Training (BEH) |

| Elements | Performance Criteria |
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| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Research and maintain current information on animal behaviour and training | 1.1 Identify common behavioural issues, including context-specific, undesirable and maladaptive behaviours, in relevant species  1.2 Recognise behavioural indicators of different emotional states in animals and their potential consequences  1.3 Research information on current ethical, scientifically validated approaches to training and behaviour management  1.4 Evaluate consequences of different philosophical approaches and methodologies, and equipment used for training and behaviour management |
| 2. Assess animal and individual client requirements | 2.1 Obtain specific information about the behaviour/s of concern, including antecedents, regularity, and history of consequences  2.2 Obtain further history of the animal's behaviour and living situation as indicated by reported history  2.3 Conduct an assessment of the animal, client/animal relationship and environment  2.4 Analyse findings and determine personal competency to undertake work with client  2.5 Discuss and confirm potential training and behaviour management approaches, methodology and techniques with client, if the case is within scope of personal competency  2.6 Refer client to another animal professional if the case is beyond personal competency |
| 3. Consult behaviour veterinarian or other qualified professional to determine requirements | 3.1 Accept referrals from behaviour veterinarian or another qualified professional  3.2 Review background information and animal history, and desired goals  3.3 Discuss behaviour management methodology, techniques and proposed program with behaviour veterinarian or qualified professional  3.4 Establish arrangements for reporting progress and issues |
| 4. Implement constructive management and training techniques | 4.1 Implement the agreed training and behaviour management program establishing measurable goals and outcomes for client and animal  4.3 Provide clear instruction and support to client in training the animal  4.4 Use humane techniques to reinforce behaviours and manage successive approximations for animal to achieve goals  4.5 Provide constructive feedback to client/s on progress throughout program  4.6 Educate clients on reasonableness of expectations and agreed goals throughout program  4.7 Discuss reasons for any required changes to the training and behaviour management program or to any equipment used in the program |
| 5. Evaluate outcomes of training and behaviour management program | 5.1 Compare program outcomes with intended goals and measures  5.2 Seek further advice from behaviour veterinarian or other qualified professional to address unresolved issues, if required  5.3 Discuss strategies to maintain longer term management and training goals  5.4 Provide advice and instruction in ongoing training and behaviour management  5.5 Maintain training and client records according to workplace requirements |

| Foundation Skills  This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria. | |
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| Skill | Description |
| Reading | * Accurately interpret critical information from scientific documentation related to animal training and behaviour management |
| Writing | * Use industry terminology and accepted formats when completing professional reports |
| Oral communication | * Use open-ended questions, active listening, paraphrasing and summarising to obtain information * Use appropriate language to explain animal training and behaviour concepts to professionals and non-professionals |

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| Unit Mapping Information | | | |
| Code and title current version | Code and title previous version | Comments | Equivalence status |
| ACMNEW5X1  Work collaboratively to manage complex animal behaviour | Not applicable | Unit created to address an emerging skill required by industry | Newly created unit |

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| Links | Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103 |

| TITLE | Assessment requirements for ACMNEW5X1 Work collaboratively to manage complex animal behaviour |
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| Performance Evidence | |
| An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.  There must be evidence that the individual has:   * researched strategies to address at least three different animal behavioural issues, selected from: * fear * anxiety * aggression towards humans or other animals * predation * behaviour problem with a medical basis * developed, implemented and evaluated a training and behaviour change plan to address the three different behavioural issues selected above, including: * one working collaboratively with a behaviour veterinarian or other qualified professional * one working directly with an individual client. | |

| Knowledge Evidence |
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| An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:   * professional ethics for work in animal training and behaviour sector, including: * personal competency - knowledge and expertise * business ethics, informed consent and confidentiality * protocols for working with other professionals, including behaviour veterinarians * use of humane, ethical methodologies and techniques * professional networks and mentoring options * key concepts of species-specific ethology, animal social behaviour * species-specific animal body language and behavioural signs, including: * gross and fine body movement and vocalisation (where relevant) * patterns of behaviour * signs of emotional states/arousal and their social and environmental triggers, including: * concept of anthropomorphism * social behavioural signs with animals and people * signs indicating an animal is presenting an unreasonable risk to itself or people, and what to do in these cases * basic physiology, including stress physiology; threat perception and coping behaviours; impulsivity and other aspects of animal personality * key concepts of animal learning, conditioning and training * associative learning - operant and classical conditioning, including extinction, desensitisation and counter-conditioning and differential reinforcement * non-associative - habituation and sensitisation * primary and secondary reinforcers * schedules of reinforcement * positive reinforcement conditioning techniques, including luring, targeting, and shaping (prompted and free) * importance of management of the animal's environment, health and behaviour * role of medication in behaviour management * overview of key features of guidelines for animal trainers, including: * Least intrusive effective behaviour intervention (LIEBI model) * Least Intrusive, Minimally Aversive Training (LIMA) * Hierarchy of Procedures for Humane and Effective Practice * how to format, conduct and analyse assessments on the animal, the client/animal relationship and the environment in which the behaviour occurs * formats for documenting training and behaviour management plans * safe, low stress and defensive animal handling and humane restraint techniques and procedures, including commonly used animal training equipment * principles of animal welfare and ethics. |

| Assessment Conditions |
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| Assessment of skills must take place under the following conditions:   * physical conditions: * an animal care workplace or an environment that accurately represents workplace conditions * resources, equipment and materials: * live animals as required in the performance evidence * relationships: * behaviour veterinarian or other qualified professional and individual client specified in the performance evidence   Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. |

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