

Modification history

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 6.0

ACMADT5X1	Plan and conduct assistance dog training in specific and complex tasks
Application	<p>This unit of competency describes the skills and knowledge required to plan and conduct training for assistance dogs to perform specific and complex tasks.</p> <p>This unit applies to individuals who conduct individual sessions to train assistance dogs in desirable behaviours for domestic and public access environments. These individuals analyse information and exercise judgement to complete a range of skilled activities to develop and communicate solutions for a range of dog specific and complex behavioural goals.</p> <p>All work must be carried out to comply with Commonwealth, state/territory health and safety and animal welfare regulations.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Prerequisite Unit	ACMADT4X5 Train dogs using operant and classical conditioning techniques
Unit Sector	Assistance Dog Training

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop training plan for assistance dogs	1.1 Research and follow legislative/regulative/code of practice requirements including biosecurity, work health and safety (WHS) and animal welfare for conducting dog training sessions 1.2 Research training requirements for specific and complex dog training 1.3 Determine appropriate training strategies for assistance dogs based on current scientifically validated animal learning theory and methodology and the needs of the handler 1.4 Prepare and sequence session training plans to achieve measurable goals to train assistance dogs in specific and complex tasks 1.5 Access suitable venue to conduct sessions based on safety, and availability 1.6 Assess health and safety risks and take appropriate actions
2. Prepare to train assistance dogs	2.1 Gather background information about the assistance dogs in a session including age, behavioural suitability or training concerns 2.2 Ascertain if the assistance dogs have undergone basic training and are ready to undergo more complex training 2.3 Select, check, and ensure the handler uses appropriate equipment for the assistance dog and themselves 2.4 Identify suitable assistance dog behaviour training techniques, focusing on positive rewards-based reinforcement that is force-free and fear-free, while incorporating negative punishment and the underpinning theoretical principles of dog training

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<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
3. Conduct task-based assistance dog training	3.1 Conduct session according to the training plan, industry standards, and workplace health and safety and animal welfare and ethics requirements 3.2 Provide clear instructions and respond to queries using appropriate terminology and tone 3.3 Monitor and manage behaviour and interactions between assistance dogs and handlers 3.4 Use operant and classical dog conditioning training using verbal and/or visual cues to encourage dogs' natural instinct to bond with handler and recognise signs of human distress and respond as required 3.5 Use operant and classical dog conditioning training to train assistance dogs to perform specific tasks in various settings 3.6 Build on operant and classical conditioning training to train assistance dogs to perform complex tasks by focusing on positive reinforcement and repetition 3.7 Ensure assistance dogs are happy and attentive throughout the training process and stop or take a break from training if they are not
4. Manage contingencies and finalise training	4.1 Modify the training plan if signs of stress or fatigue are identified 4.2 Adjust the training plan to address identified behaviour or training needs and set out-of-session follow-up activities 4.3 Provide individual assistance and feedback, and discuss progress with handlers 4.4 Restore physical environment at conclusion of the session, and collect, store, clean and sanitise training equipment according to workplace requirements 4.5 Maintain records of training processes and assistance dogs' progress
5. Provide follow-up advice to handlers	5.1 Advise handlers on suitable training or enrichment activities for their assistance dog 5.2 Advise handlers on longer-term management strategies suitable for their assistance dog 5.3 Relay the importance of the monitoring and maintenance of dogs' work/life balance, condition and physical, emotional, mental health needs to handlers 5.4 Advise on a range of relevant dog activities available in the area, including clubs, shows and sports

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.

Skill	Description
Reading	<ul style="list-style-type: none"> Source information about training dogs in specific and complex tasks
Writing	<ul style="list-style-type: none"> Complete records and documents relevant to dog training using appropriate vocabulary, grammatical structure and conventions appropriate to text and audience

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMADT5X1 Plan and conduct assistance dog training in specific and complex tasks			Newly created

ACMADT5X1 Plan and conduct assistance dog training in specific and complex tasks

Links	Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
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DRAFT

TITLE	Assessment requirements for ACMADT5X1 Plan and conduct assistance dog training in specific and complex tasks
Performance Evidence	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> • used operant and classical conditioning techniques to train two assistance dogs on two different occasions in suitable methodologies and practices and response to human verbal and visual cues in one specific task and three complex tasks • maintained records of dog training processes and progress in all of these instances. 	
Knowledge Evidence	
<p>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:</p> <ul style="list-style-type: none"> • legislation, regulations, codes of practice and welfare requirements that apply to dog welfare • dog breeds and breed types and associated characteristics and temperaments that make them desirable as assistance dogs • operant and classical conditioning techniques • purposes of training dogs • underpinning theoretical principles of dog training, including: <ul style="list-style-type: none"> • associative learning – operant and classical conditioning, including extinction • non-associative learning – habituation and sensitisation • primary and secondary reinforcers • schedules of reinforcement • conditioning principles and appropriate methods of rewarding dogs for exhibiting required behaviour • ethical and positive training methods that reinforce natural behaviour and maintain the assistive skills and enthusiasm of the dog • positive reinforcement conditioning techniques and tools, including: <ul style="list-style-type: none"> • luring • targeting • capturing and shaping (prompted and free) • relevant dog physiology, including: <ul style="list-style-type: none"> • olfactory perception • eyesight • physical dexterity • considerations relating to a dog's age • dog-training methodologies and practices relevant to assistance dog specific and complex training, including: <ul style="list-style-type: none"> • conditioning principles and appropriate methods of rewarding specific dogs for exhibiting required behaviour • items and their associated odours that an assistance dog could be required to detect in its working role • building on tasks mastered • methods of assessing when dogs are ready to extend to more complex tasking • capabilities and limitations of assistance dogs • work environment in which assistance dogs could be deployed and emergencies that could arise within those environments • responses expected from dogs using verbal and visual cues • consistent application of visual and verbal cues • stress signals displayed by dogs, including: <ul style="list-style-type: none"> • sniffing • lip licking • individual dog body language that denotes stress • key features, benefits and limitations of guidelines for animal trainers, including: <ul style="list-style-type: none"> • Least Intrusive Effective Behaviour Intervention (LIEBI model) • Least Intrusive, Minimally Aversive (LIMA) training 	

Commented [AH1]: Is this a suitable assessment exercise?

Knowledge Evidence	
<ul style="list-style-type: none"> • Hierarchy of Procedures for Humane and Effective Practice • assistance dog training methods for specific tasks, including: <ul style="list-style-type: none"> • behaviour training as a response to predictable situations, i.e., opening doors when they're shut • awareness of how to enrich the assistance dog's physical, emotional, mental health and lifestyle needs • biosecurity requirements • communication techniques to relay dog training and welfare information to dog owners/handlers • work health and safety procedures and principles, including: <ul style="list-style-type: none"> • manual handling of dogs • using training equipment safely • risk and control strategies • location of emergency equipment during training • equipment that may be used in dog training, including: <ul style="list-style-type: none"> • collars/ head haltis/ martingales • leads/leashes • balance harnesses • working jackets/coats/identification vests • markers/clickers • modified grooming equipment • toys • treat pouches • personal protective equipment (PPE) for handler if required. 	

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Assessment Conditions	
<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> • physical conditions: <ul style="list-style-type: none"> • skills must be demonstrated in an environment that accurately represents assistance dog training workplace conditions • resources, equipment and materials: <ul style="list-style-type: none"> • equipment used in dog training as required for the Performance Evidence • specifications: <ul style="list-style-type: none"> • workplace policies and procedures • relationships: <ul style="list-style-type: none"> • dog training teams. <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>	

Links	
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