APEL Mapping of Knowledge and Understanding for ABTC Standard - Clinical Animal Behaviourist

Name: *Exemplar Candidate Q*

Please refer to the APBC (ABTC) Guidelines for APEL applicants and the ABTC standards prior to completing this form. Please refer also to the Reflective Accounts Form. Use this form to document your evidence of your experience in relation to the knowledge and understanding for each knowledge area of the standards for the role that you are applying for (i.e. what was the experience) and identify the learning that has taken place (i.e. what did you learn in these experiences). For some knowledge areas you may only require certificates, or the Reflective Accounts Form. In others you may want to add further evidence such as feedback. This mapping document is designed to help you to keep an ordered record of all your evidence, to ensure that you have covered all the knowledge sections.

Standard	Type of Evidence Submitted e.g. course descriptions, transcripts and grading documents	Source e.g. course or Self-learning	Please Indicate Level of Learning where Applicable e.g. for a course	Date(s) Achieved	Reflective Accounts Form Number
Animal Behaviour					
1. The ethology of vertebrate animals, including perceptual abilities, maintenance and social behaviours and communication, their function and their motivational basis in the most commonly kept domestic species.	**Graded transcript**	**Undergraduate degree- Zoology with Animal Behaviour**	**BSc (Hons)**	Insert dates here If current, put "to date"	1
2. How to recognise, evaluate and report on the behavioural states of the most commonly kept domestic animals and those that most commonly contribute to the caseload of a clinical animal behaviourist, to include signals indicative of key behavioural states such as fear, nervousness, aggression, ill-health, threat-reduction, play and relaxation.	**Graded transcript**	**Postgraduate degree- Animal Welfare Science, Ethics and Law** **Self- learning/Employment**	**MSc**	Insert dates here If current, put "to date"	3, 4
3. Behavioural ontogeny; to include sensitive periods, socialisation and attachment theory.	**Graded transcript**	**Undergraduate degree- Zoology with Animal Behaviour** **Employment**	**BSc (Hons)**	Insert dates here If current, put "to date"	1, 2

4. The interaction between biological and evolutionary influences and the environment in which an animal is kept, and their roles in the development of behavioural disorders for a range of the most commonly kept domestic animals.	Graded transcript	Undergraduate degree- Zoology with Animal Behaviour Postgraduate degree- Animal Welfare Science, Ethics and Law	MSc	Insert dates here If current, put "to date"	1
5. The process of domestication and its effects on the behaviour of animals and the common interactions between animals and humans and how these can contribute to the development of problematic owner/animal relationship, to include animal abuse, abandonment, animal-hoarding.	Graded Transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law	MSc	Insert dates here If current, put "to date"	5
Animal Health and Welfare					
6. The key ethological, psychological and physiological concepts that underpin animal welfare.	Graded transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law	MSc	Insert dates here If current, put "to date"	6
7. The physiological and behavioural indicators of welfare in vertebrate animals and their limitations and how to use these practically to assess welfare in the commonly kept domestic species.	Graded transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law	MSc	Insert dates here If current, put "to date"	6, 7
8. Welfare considerations in the management and training of animals and in clinical practice.	Graded transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law	MSc	Insert dates here If current, put "to date"	6, 7
Animal Learning and Training					

9. The theory of animal learning to include habituation; sensitization, classical conditioning, operant conditioning, insight and social learning, animal cognition and the concept of consciousness.	Graded Transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law employment/teaching others	MSc	Insert dates here If current, put "to date"	8, 9, 10, 11
10. The theory underlying learned problem behaviour and training techniques.	Graded transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law employment/teaching others	MSc	Insert dates here If current, put "to date"	8, 10, 11
11. The principles and rational behind the use of the range of behavioural modification techniques, to include systematic desensitization, counter-conditioning and the use of clickers.	Graded Transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law employment/teaching others	MSc	Insert dates here If current, put "to date"	8, 10, 11
12. The techniques most appropriate for the treatment of a range of common behavioural disorders and learned problem behaviours, the rationale for their use/application, and the strengths and weaknesses of each.	Graded Transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law employment/teaching others	MSc	Insert dates here If current, put "to date"	8, 10, 11
The Interaction Between Health and Behaviour					

13. The functional anatomy and physiology of the vertebrate nervous and endocrine systems and their role in mediating behaviour. 14. The concept of neural plasticity and the relevance and influence of environmental and genetic factors in the development of the nervous system. 15. The signs of ill-health and common conditions influencing behaviour and associated veterinary terminology. 16. The interaction between health and behaviour in vertebrate animals. 17. The behavioural consequences of medical disorders. 18. The evidence for and against a medical component contributing to competing explanations of a behaviour. 19. Psychopharmacology and the mode of action of the major classes of drugs used in clinical animal behaviour, their role and correct application, and constraints and contra-indicators to their use. 20. The ethics of psychopharmacological intervention and legal position of the clinical animal behaviourist, veterinary surgeon and others regarding the diagnosis, prescription and use of drugs and provision of advice.	Graded Transcript	Undergraduate degree- Zoology with animal behaviour employment	BSc (Hons)	Insert dates here If current, put "to date"	12
Clinical procedures					
21. The range of common behavioural disorders in animals to include phobias, aggression, stereotypies, anxiety related behaviours, and how to identify and critical evaluate contributing factors. 22. The appropriate application of the principles of ethology and learning theory to the diagnosis and treatment of common problems. 23. The key principles in human and family psychology, to include attitude theory, processes of inter-personal relationships, grief and bereavement.	Graded Transcript	Postgraduate degree- Animal Welfare Science, Ethics and Law Self-taught/employment	MSc	Insert dates here If current, put "to date"	13, 14

24. The principles of effective counselling and how to apply to facilitate and maintain behavioural change.					
25. The range of effective communication skills, both in the collection of relevant information and provision of advice in face to face consultations and communication via telephone, email, letters and reports with clients and relevant professionals, and how to assess and resolve issues relating to client understanding.					
26. The interactions appropriate in professional relationships and how to apply these in practice.					
27. The common professional, ethical or other issues that need to be considered or may arise before, during and after a consultation; and the action that is appropriate to address these, including an appreciation of the value of further referral.					
28. Methods for gathering and recording information relevant to the diagnosis of a behavioural disorder and how to critically evaluate and appraise it.					
29. The construction and delivery of appropriately structured treatment regimes that are likely to be effective for behavioural disorders identified.					
30. How to identify situations where further action may be necessary, including ways in which compliance with an extended treatment regime may be encouraged.					
Law and Ethics					
31. UK and European legislation that relates to the ownership and use of animals and the role and duties of the clinical animal behaviourist, veterinary surgeon, paraprofessionals, owners and others within it; to include the legal implications and duties associated with the provision of advice and professional liability and client confidentiality.	**Graded Transcript**	**Postgraduate degree- Animal Welfare Science, Ethics and Law**	**MSc**	Insert dates here If current, put "to date"	

32. Employment law, health and safety legislation and the Data Protection Act; and their implication for the clinical animal behaviourist, their clients and others. 33. The ethical guidelines that relating to the use of animals.					
Research Methods					
34. The design and implementation of programmes of original inquiry in which data are collected and subjected to appropriate quantitative and/or qualitative analysis and critical evaluation. 35. How to contribute to the science and knowledge base that underpins developments in the field of clinical animal behaviour. 36. Methods for the assessment of the effectiveness of appropriately structured treatment regimes, including the use of analytical tools and statistics.	**Graded Transcript**	**Undergraduate degree- Zoology with Animal Behaviour** **Postgraduate degree- Animal Welfare Science, Ethics and Law**	BSc (Hons) MSc	Insert dates here If current, put "to date"	15

Document Name	Descriptor	Folder Name
Q 1	APEL Mapping of Knowledge and Understanding for ABTC Standard - Clinical Animal Behaviourist	Reflective Logs
Q 2	Reflective Log 1 (Knowledge Section Animal Behaviour 1, 3, 4)	Reflective Log
Q 3	Reflective Log 2 (Knowledge Section Animal Behaviour 3)	Reflective Log
Q 4	Reflective Log 3 (Knowledge Section Animal Behaviour 2)	Reflective Log
Q 5	Reflective Log 4 (Knowledge Section Animal Behaviour 2)	Reflective Log
Q 6	Reflective Log 5 (Knowledge Section Animal Behaviour 5)	Reflective Log
Q 7	Reflective Log 6 (Knowledge Section Animal Health & Welfare 6, 7, 8)	Reflective Log
Q 8	Reflective Log 7 (Knowledge Section Animal health & Welfare 7,8)	Reflective Log
Q 9	Reflective Log 8 (Knowledge Section Animal learning & training 9, 10. 11, 12)	Reflective Log
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Q 12	Reflective Log 11 (Knowledge Section Animal Learning & Training 9, 10, 11, 12)	Reflective Log
Q 13	Reflective Log 12 (Knowledge Section Interaction Health & Behaviour 13-20	Reflective Log
Q 14	Reflective Log 13 (Knowledge Section Clinical Procedures 21-30)	Reflective Log
Q 15	Reflective Log 14 (Knowledge Section Clinical Procedures 23-26)	Reflective Log

Q 16	Reflective Log 15 (Knowledge Section Research Methods 34-36)	Reflective Log
Q 17	Masters of Animal Welfare Science, Ethics and Law Certificate	Formal Learning Documents
Q 18	Document containing graded transcript for MSc	Formal Learning Documents
Q 19	Zoology with Animal Behaviour BSc Certificate	Formal Learning Documents
Q 20	Graded transcript for BSc	Formal Learning Documents

APBC Reflective Accounts Form

Please use this form to record written reflective accounts on all self-directed and non-certified learning and training that you are submitting for APEL and how this relates to the knowledge section (eg Animal Health and Welfare) of the standard. Use one form for each knowledge section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate Q*   **Knowledge section - K&U number(s): Animal Behaviour 1, 3, 4,**
What was the nature of the activity?
Undergraduate study: Zoology with Animal behaviour. Full time study.
Why did you choose to undertake this activity?
I thought it would be a good foundation for working in animals in some form of capacity. The added component of behaviour was specifically important rather than Zoology and conservation etc.
What did you learn from this activity?
Studied modules in Animal Co-ordination & Control, Animal Behaviour, Animal Form & Function and Developmental Biology which all contributed to learning about basic ethology of all animals including those commonly kept as companion animals. The key module on developmental biology was invaluable at covering socialisation and attachment theory, the importance of developmental periods both pre & post birth. There was also a module on evolution.
How did you change or improve your practice as a result?

Provided an understanding of all the factors described above and within this section, effectively it served as foundation for my understanding of animal behaviour when I narrowed my focus to dogs and cats. It provided me with a scientific approach on understanding these animals.

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Name: *Exemplar Candidate Q*   **Knowledge section - K&U number(s): Animal Behaviour 3**
What was the nature of the activity?
Employment/Self-Study: Working in my role at a Cat Charity in the Behaviour Team I was tasked with revamping out 'Kitten Socialisation' content for use my staff and volunteers within the charity's network, external rescue centres, breeders and those with "accidental litters". This has culminated in creating an online section with information regarding kitten socialisation as well as presenting talks on Kitten Socialisation. Most recently I was invited back to carry out a session at an Association of Dogs and Cats Home (ADCH) event around kitten socialisation.   With this came a lot of self-study including reading books and papers. Obviously there are key papers out there, McCune 1995 and Bradshaw and Casey (2008) and sections of The Biology of Domestic Cats book.
Why did you choose to undertake this activity?
Mostly because I was asked to do so as part of my job. In all seriousness I am a passionate advocate for better knowledge around socialisation and development, especially coming originally from the 'dog side' where it is given more attention. Whilst there are other key factors that will affect how a cat thrives (or doesn't) in the domestic home, such as genetics; appropriate, systematic socialisation is something that we have control over and is something that should be utilised more.

What did you learn from this activity?

Increased existing knowledge and highlighted the gaps in current knowledge and the grey areas that remain

How did you change or improve your practice as a result?

From working a behaviour case point of view obviously it is something that needs to be taken into consideration from a historical and information gathering point of view. If either the cat or the dog has poor socialisation this may be a contributing factor to some behaviours and an inhibiting factor behaviour modification work (cue big discussion on feral cats and people arguing if they can be "desensitised" or not).

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Name: *Exemplar Candidate Q*   **Knowledge section - K&U number(s): Animal Behaviour 2**
What was the nature of the activity?
Post graduate study: Masters in Animal Welfare Science, Ethics and Law
Why did you choose to undertake this activity?
Expanding on behaviour knowledge I have attained through study and employment. I appreciated that behaviour work often encompasses considering the welfare and well-being of the animal so I wanted to study something that reflected my wider work and wider interest.   Along with this, there where behavioural components to this study.
What did you learn from this activity?
Studied modules covering welfare of companion animals and behaviour and physcological states.
How did you change or improve your practice as a result?
Further my knowledge, specifically around the complexities of grey areas For example; stress and how it affects animals behaviours but how the definition of 'stress' is used interchangeable dependent on discipline studied and individual scenarios.   A great understanding of fear and other underlying emotions/motivation states of animals.

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Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Animal Behaviour 2

What was the nature of the activity?

Employment/Self-Study: Working in my role at Dog Charity and at a Cat Charity in the Behaviour Team my roles have heavily involves assessing the behavioural states of cats and dogs. This involves recognition, evaluation and provided written reports. Reports have been provided around behavioural states of individuals in different levels of detail dependent on the audience.

Why did you choose to undertake this activity?

I was always good at observation of behaviours and am a passionate advocate of people understanding body-language and behaviour more.

What did you learn from this activity?

Routine practice of recognise, evaluation and reporting on behavioural states of the animals.

How did you change or improve your practice as a result?

Became more efficient at it. Developed skills in adapting information dependent on who I was providing it for. Learnt how to communicate terms such as 'aggression' in a way that they would be understood. Typically by removing the labels around behavioural states and communicating specially the behaviour the animal is showing i.e. not saying, "Under observation this cat is fearful of toddlers", rather, "When observed in the presence of toddlers, the ears of the cat flattened, pupils dilated and the cat moved away if the toddler came too close.

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Name: *Exemplar Candidate Q* **Knowledge section - K&U number(s): Animal Behaviour 5**
What was the nature of the activity?
Post graduate study: Masters in Animal Welfare Science, Ethics and Law
Why did you choose to undertake this activity?
Expanding on behaviour knowledge I have attained through study and employment. I appreciated that behaviour work often encompasses considering the welfare and well-being of the animal so I wanted to study something that reflected my wider work and wider interest. Along with this, there where behavioural components to this study.
What did you learn from this activity?
Animals in Society module and certain elements of the Animal Welfare modules covered domestication and the effect it can have on the owner/animal relationship. Additionally, the animals and the law module covered issues such as abuse and hoarding.
How did you change or improve your practice as a result?
Gave a better theoretical understanding to knowledge I had developed when working

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Name: *Exemplar Candidate Q*   **Knowledge section - K&U number(s): Animal Health and Welfare 6, 7, 8**
What was the nature of the activity?
Post graduate study: Masters in Animal Welfare Science, Ethics and Law
Why did you choose to undertake this activity?
Expanding on behaviour knowledge I have attained through study and employment. I appreciated that behaviour work often encompasses considering the welfare and well-being of the animal so I wanted to study something that reflected my wider work and wider interest.   Understanding welfare across species beyond just cats and dogs was important to me and in my employment and self-study I had been quite species specific on those two so I wanted to further expand my knowledge
What did you learn from this activity?
The degree covered welfare in a lot of detail, again specific sessions were dedicated to welfare of companion animals. Looking at ethology, psychology and physiology of the animals. As well as common companion animals we covered a range of kept species.   In the Law module, covered the Animal Welfare Act (2006), obviously with that the five welfare needs, something I was aware of before, again good to have a theoretical background in it as well.

How did you change or improve your practice as a result?

Hammered home the importance of knowing what good welfare is for the species. If you don't know the species specific welfare needs, how can one ascertain if the animal has good welfare or not. As well as species specific welfare needs, considering the welfare need of each animal as an individual.

Always aligning practices with the five welfare needs, knowing what they would be dependent on the species and how to work towards achieving good welfare. Also using welfare needs, or five freedoms, as a guide when working with owners. Simply working on 'improving welfare' can be a daunting task but using the welfare needs as small chunks to work on can help.

Also useful in work with fellow professionals e.g. vet students, other animal shelter workers, who aren't always familiar with the welfare needs,

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Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Animal Health and Welfare 7, 8

What was the nature of the activity?

Presenting a session at the Association of Charity Vets Conference (2019) in meeting the welfare needs of cats in the shelter.

The talk I created was then adapted and I deliver it to vet students from a number of different universities.

Why did you choose to undertake this activity?

As part of my job; trying to support vet development with a wider understanding of cats. Whilst it is assumed vets cover two of the welfare needs in study (Health and Diet). The other three around suitable environment, expressing normal behaviours and to be housed with, without, other animals is often not covered in much detail.

What did you learn from this activity?

Vet students love behaviour content

How did you change or improve your practice as a result?

Further helped my skills in adapting how I present the information dependent on the audience.

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Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Animal Learning and Training 9, 10, 11, 12

What was the nature of the activity?

Employment at a Dog Charity. Prior to this, rehabilitation trainer at the same Dog Charity. Creating behaviour modification programmes for dogs in care and dogs recently rehomed in order to improve the welfare of the dogs and also increase their likelihood of being homed/staying in the home (if suitable).

As well as creating and implementing behaviour modification programmes I was also responsible for training and over-seeing the rest of the behaviour team at the centre and other Canine Carers who would work on project dogs. As well as helping train staff, I also trained owners both pre and post adoption.

A lot of work on behaviour modification programmes involved desensitisation and counter-conditioning work relating to issues such as dogs fearful of other dogs, people, handling generally or more specific forms of handling e.g. grooming or vaccinations.

I carried out a lot of staff and volunteer training especially around learning theory and I am competent on discussing it at different levels dependent on the audience.

Through this role I had to write a number of reports for each individual dog discussing the underlying-motivators for the behaviour problem. The steps required to work on the issue and an explanation of why these methods would be utilised

Why did you choose to undertake this activity?

As part of my job.

What did you learn from this activity?

There is where I gained the bulk of my hands-on practical experience of carrying out behaviour and training work with a very large number of individuals of different breed and different 'improvement'.

How did you change or improve your practice as a result?

Helped make me significantly better at identifying behaviour problems, working on them and most importantly communicating that information to the care-giver of the animal, be that someone in the shelter environment or an owner.

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Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Animal Learning and Training 9

What was the nature of the activity?

Presenting a conference session on How Cats Learn. The audience was primarily veterinary staff and pet professionals but also included members of the public.

Why did you choose to undertake this activity?

I feel passionate about getting more behaviour (and training) specific information out to people, especially around cats.

I presented the session based on learning theory because it is something I feel that more people should know and understand well. I believe if we work with or care for animals then fundamentally we should understand how they learn.

What did you learn from this activity?

Continued experience of presenting to different audiences. The conference was moved virtually due to the pandemic so it was a good opportunity to practice virtual delivery of information.

How did you change or improve your practice as a result?

Helped identify the parts of learning theory that people can struggle to grasp; leading to more targeted delivery in the future.

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Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Animal Learning and Training 9, 10, 11, 12

What was the nature of the activity?

Employment at a Cat Charity. Creating behaviour modification programmes for cats in care and cats recently rehomed in order to improve the welfare of the cats and also increase their likelihood of being homed/staying in the home (if suitable). Similar to the Dog Charity role however less hands on, a lot of this work was carried out virtually.

Creation of behaviour modification programmes for cats after gathering information via questionnaire, phone call and/or videos

Carrying out a lot of staff training around behaviour problems, including working with fearful cats. The content includes the physiological response to fear, understanding the reasons a cat may be fearful (e.g. genetics, lack of socialisation, previous negative association) to how to work with a fearful cat in care and how to support owners. Part of the training also focuses on desensitisation and counter-conditioning, and sensitisation and accumulation of stress.

Why did you choose to undertake this activity?

I took the role with a Cat Charity to further expand my experience of working with different species.

What did you learn from this activity?

Designing behaviour plans for cats. The similarities and differences with other species (e.g. dogs). Concepts that are transferable e.g. learning theory but also that different species have different ethology and how that plays a role in behaviour problems

How did you change or improve your practice as a result?

A lot more experience working virtually, this was pre-pandemic so we were well set up for when the pandemic struck and a lot more behaviour and training work with animals went virtual.

It helped me further understand the different perceptions people have of different animals, notably; the idea that a dog has a behaviour problem and may benefit from a behaviourist is a lot more acceptable or normalised than a cat with a behaviour problem benefitting from a behaviourist. There's even more anthropomorphism with cats than dogs, in my opinion, when it comes to behaviour problems and care-givers are a lot quicker to attribute feline behaviours to complex emotions such as spite, jealousy or the cat just being 'plain evil'. My practice has improved by working with a wider scope of people.

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Name: *Exemplar Candidate Q* **Knowledge section - K&U number(s): Animal Learning and** Training 9, 10, 11, 12
What was the nature of the activity?
CPD internal and unaccounted for. Throughout my work with both the Dog and the Cat Charities and externally I have attended CPD courses though not always had a certificate to evidence it. I just wanted to highlight a couple. Advanced Clicker Training ran by Alasdair Bunyan: A voluntary week long course we could attend as TBAs to develop skills in training. It pretty much ran ½ a day theoretical and ½ a day practical. Working on Behaviour Problems by Chirag Patel
Why did you choose to undertake this activity?
Wanting to increase my knowledge
What did you learn from this activity?
Honed my practical work with dogs around training ABC of working on behaviour problems (Antecedent – Behaviour – Consequence)
How did you change or improve your practice as a result?
Better at working with dogs in a distracting environment How I approached behaviour problems and more importantly how to use the information to help owners.

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Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Interaction Between Health and Behaviour 13, 14, 15, 16, 17, 18, 19, 20

What was the nature of the activity?

With study I covered a lot on anatomy, physiology, animal form and function.

Away from study, a lot of my practical work involves discussions around health in behaviour. In kitten development and socialisation sessions I run, we discuss to impact of environmental and genetics factors that can influence on an individual, as well as the key phases in development that allow for neural pathways to develop in response to specific stimulus.

Working on behaviour problems, and supporting owners with behaviour problems, as discussed in the previous section, there is always an over-lap with health and behaviour. As such I always look to have any medical issues ruled out prior to implementation of a behaviour programme. I have worked closely with vets and vet nurses both at the Dog and the Cat Charity.

Frequently I have worked on behaviour cases where there have been over-laps including aggression stemming from pain and fear, house-soiling issues and over-grooming.

I have presented at the Association of Charity Vets and run sessions at CPD for vets, vet nurses and vet students on a number of occasions. Including a session with vets on use of behaviour modification medication.

Whilst at the Dog Charity, working with the centre Vet Nurse and Vet, we utilised modern psychoactive drugs such as SSRIs and TCAs. Within this we discussed all possible side effects of the specific drug with the specific dog and any potential impact on behaviour or learning. It also involved creating a plan for appropriate monitoring of the dog's health and behaviour to monitor for any changes, positive or otherwise. As well as considering long-term plans around different loading doses and weaning the dog off medication, which may be complicated by a dog finding a

home (I.e. should the dog be weaned off medication prior to homing or should to dog continue on medication for a set amount of time post-adoption then weaned off in the home). Always we discussed behaviour medication primarily as an aide and not necessarily a long-term solution.

I attended the BVBA study day in 2019 which focused a lot of the overlap between medical and behavioural issues with a range of species.

Why did you choose to undertake this activity?

What did you learn from this activity?

The importance of ruling out medical issues first. Also the importance of not assuming it is either specifically medical or specifically environmental. Particularly if this information is communicated to an owner, they may be less likely to attend for further vet checks if they have been told, "it's not medical, it's behavioural" during first clinical consultation.

How did you change or improve your practice as a result?

Developing a really collaborative approach to working with the individual or team at the veterinary practice and the owner.

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Name: *Exemplar Candidate Q*   **Knowledge section - K&U number(s): Clinical Procedures 21-30**
What was the nature of the activity?
Working in the Behaviour Team at a Cat Charity I have extensive experience in assessing and working with the range of common behavioural disorders. Diagnosing issues and contributing factors, taking a holistic approaching to behaviour modification and creating a behaviour modification programme for cat care-givers to follow. The initial step in working with behaviour problems and cats involves providing a behaviour appropriate questionnaire to the care-giver alongside gathering information verbally. I work with staff, volunteers and members of the public, a diverse range of people, to support them in implementing a behaviour plan as effectively as possible.   In my role at a Dog Charity, similarly I would carry out assessments on dogs and potential behaviour issues both in care and in the home. I would use questionnaires to record information about the dog. I worked with a wide range of behavioural disorders and created a specific plan for each one. Each plan would be tailored to the handler to ensure that it was most likely to be followed.
Why did you choose to undertake this activity?
Employment
What did you learn from this activity?
Through my career I have worked with a diverse range of people and I believe the more people you work with, the more you learn how to have the same conversation in different ways. This enables better gathering of information whilst allowing a better understanding of how to deliver information to someone that they will be most willing to follow.

How did you change or improve your practice as a result?

Extensive experience of assessing animals in different environments. Working with different stake holders. Creating different behaviour plans for animals in different contexts and developed my skills communicating information readily to other people.

APBC Reflective Accounts Form

Please use this form to record written reflective accounts on all self-directed and non-certified learning and training that you are submitting for APEL and how this relates to the knowledge section (eg Animal Health and Welfare) of the standard. Use one form for each knowledge section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate Q*

Knowledge section - K&U number(s): Clinical Procedures 23-26

What was the nature of the activity?

Seminar on 'Coaching Conversations'
Seminar on 'Leading and Managing'

Why did you choose to undertake this activity?

To develop my skills in communicating with people.

I work with a wide range of stake-holders from Charity professionals, care-givers, veterinary teams (internal and external), external behaviourists and it is important to me to be able to communicate with all relevant parties effectively to reach the best outcome for the animal.

What did you learn from this activity?

How to have conversations and ask the right questions to get relevant information. How to speak to people and encourage them. How to have honest and open conversations about problems e.g. barriers to training

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How did you change or improve your practice as a result?

Tailored my assessments to ask better questions.
Created space for people to discuss inter-person difficulties that may be impacting on the animal or training.
Learnt when to be more directive and when to be more supportive.

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Name: *Exemplar Candidate Q* **Knowledge section - K&U number(s): Clinical Procedures 23-26**
What was the nature of the activity?
Working in the Behaviour Team at a Cat Charity I have extensive experience in assessing and working with the range of common behavioural disorders. Diagnosing issues and contributing factors, taking a holistic approaching to behaviour modification and creating a behaviour modification programme for cat care-givers to follow. The initial step in working with behaviour problems and cats involves providing a behaviour appropriate questionnaire to the care-giver alongside gathering information verbally. I work with staff, volunteers and members of the public, a diverse range of people, to support them in implementing a behaviour plan as effectively as possible. In my role at the Dog Charity, similarly I would carry out assessments on dogs and potential behaviour issues both in care and in the home. I would use questionnaires to record information about the dog. I worked with a wide range of behavioural disorders and created a specific plan for each one. Each plan would be tailored to the handler to ensure that it was most likely to be followed.
Why did you choose to undertake this activity?
Employment
What did you learn from this activity?
Through my career I have worked with a diverse range of people and I believe the more people you work with, the more you learn how to have the same conversation in different ways. This enables better gathering of information whilst allowing a better understanding of how to deliver information to someone that they will be most willing to follow.

How did you change or improve your practice as a result?

Extensive experience of assessing animals in different environments. Working with different stake holders. Creating different behaviour plans for animals in different contexts and developed my skills communicating information readily to other people.

APBC Reflective Accounts Form

Please use this form to record written reflective accounts on all self-directed and non-certified learning and training that you are submitting for APEL and how this relates to the knowledge section (eg Animal Health and Welfare) of the standard. Use one form for each knowledge section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate Q*   **Knowledge section - K&U number(s): Research Methods 34-36**
What was the nature of the activity?
Undergraduate dissertation writing   Post-graduate dissertation   Research Skills modules
Why did you choose to undertake this activity?
As part of my course.
What did you learn from this activity?
How to create original research projects.   How to critically analyse existing literature   Methods of analysis of data and statistics.
How did you change or improve your practice as a result?
I developed skills, my Masters dissertation was an original piece of working looking at the welfare of cats in multi-cat households.