

APEL Index for Exemplar Candidate E

<p>A. Module descriptors and related certificates showing you have completed relevant formal assessed learning.</p> <p>B. Descriptors and related certificates showing you have attended non assessed courses or events. For example, these may be workplace-based training, informal courses, webinars.</p> <p>C. Self-directed learning, which may include reading you have done, leaflets or articles you have written, volunteer activities, life experiences, self-instruction, family responses and hobbies.</p> <p>D. Evidence of experience of the role, either through observation or participation in aspects of the role</p>			
Document name	Descriptor	K & U section number	Type of Evidence
E 1	Education Provider 1 Syllabus	1,2,3,4,5,8,9,10,11,12,21,22,23,24,25,26,27,28,29,30,34,35,36	A
E 2	EP1 Certificate of Completion	1,2,3,4,5,8,9,10,11,12,21,22,23,24,25,26,27,28,29,30,34,35,36	A
E 3	Education Provider 2 Syllabus	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,28,29,30,31,32,33,34,35,36	A
E 4	EP2 Certificate	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,28,29,30,31,32,33,34,35,36	A
E 5	Education Provider 3 Syllabus	1,2,3,4,5	A
E 6	EP3 Certificate of Completion	1,2,3,4,5	A
E 7	Education Provider 4 Syllabus	3	A
E 8	EP4 Certificate of Completion.	3	A
E 9	Professional qualifications, accreditations, CPD and experience	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,35,35,36,	ABCD
E 10	EP3 Syllabus	6,7,8,33	A
E 11	EP3 Certificate of completion	6,7,8,33	A
E 12	Education Provider 5 Syllabus	8	A
E 13	EP5 Certificate	8	A
E 14	Dog Emotion and Cognition Break down of Modules	9	A
E 15	Education Provider 6 Certificate	9	A

E 16	Education Provider 4	13, 14, 15, 16, 17, 18, 19, 20	B
E 17	Aggression in Dogs Master Course	21,22	A
E 18	Education Provider 17 Living and Learning with Animals	21,22,36	A
E 19	BTEC Interactive management skills	24,25,26,27,28,30,32	A
E 20	PTTLS Certificate – Preparing to Teach in the Life-Long Learning Sector	24,25,26,27,30	A
E 21	Accident Investigation – using grounded theory	28	A
E 22	Education Provider 16 Dog Law	31	B
E 23	Critical Thinking Course	34,35	B
E 24	NEBOSH Health and Safety	32	A

Template for mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist

Name of Applicant: *Exemplar Candidate E*

Please refer to the ABTC Guidelines and the ABTC standards prior to completing this form.

Please refer also to the Reflective Accounts Form – one form for each section of Knowledge and Understanding

Overview: ABTC Standard - Clinical Animal Behaviourist

This Standard relates to the clinical application of the science of animal behaviour, and the modification of the behaviour of animals that are demonstrating all types of undesirable, inappropriate, problematic or dangerous behaviour, including those with a potential link to pathologies that require diagnosis in collaboration with a veterinary surgeon.

This Standard involves understanding how to evaluate, prevent or address inappropriate or problematic behaviours within individual animals, through the development of suitable environments and management/treatment regimes that are likely to be effective, based on best practice and scientific evidence. These may be for training rehabilitation or prevention purposes, when caring for the animal or when assisting and advising another person or organisation on undesirable behaviour in their animal/s.

This standard is suitable for those working in the animal care sector, with responsibility for planning and managing humane approaches to the addressing of inappropriate behaviour of animals, and who have an extensive understanding of clinical animal behaviour and the related scientific/clinical literature.

The Veterinary Surgeons Act limits the activities which may be carried out by those who are not registered veterinary surgeons. All activities should be carried out within the constraints of the Veterinary Surgeons Act.

In accordance with the ABTC Code of Professional Conduct, all individual practitioners are required to work within this ABTC Standard and their professional competence. All cases that are or develop beyond the scope of this ABTC Standard should be referred on responsibly (see Code of Professional Conduct section 1.2).

All practitioners should be familiar with the ABTC Standard for their role and that of all other ABTC roles, so that they understand the differences between the roles and refer accordingly.

Knowledge and Understanding	Type of Evidence Submitted* (including Source/Provider if appropriate)	Type of Learning*	Level of Learning* (if known) e.g. 3, 4, 5, 6 or 7	Date(s)	Reflective Accounts Form No* (one per K & U section)
Animal Behaviour					
K1: 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.	<p>Education Provider 1 (EP1) Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>Education Provider 2 (EP2) Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Education Provider 3 (EP3) Course Curriculum (E 5) Certificate of completion (E 6)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put "to date"</p>	RA1 E
K2: 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.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP3 Course Curriculum (E 5) Certificate of completion (E 6)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put "to date"</p>	RA1 E

K3: Behavioural ontogeny; to include sensitive periods, socialisation and attachment theory.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Education Provider 4 (EP4) – Course Curriculum (E 7) Certificate of completion (E 8)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA1 E
K4: 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.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP3 Course Curriculum (E 5) Certificate of completion (E 6)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA1 E
K5: 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.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p>	<p>A</p> <p>A</p>	5		

	<p>EP3 Course Curriculum (E 5) Certificate of completion (E 6)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>ABCD</p>		<p>Insert dates here</p> <p>If current, put “to date”</p>	
Animal Health and Welfare					
K6: The key ethological, psychological and physiological concepts that underpin animal welfare.	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP3 Animal Behaviour and Welfare Course Curriculum (E 10) Certificate of completion (E 11)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA 2 E
K7: 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.	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP3 Animal Behaviour and Welfare Course Curriculum (E 10) Certificate of completion (E 11)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA 2 E

K8: Welfare considerations in the management and training of animals and in clinical practice.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP3 Course Curriculum (E 10) Certificate of completion (E 11)</p> <p>Education Provider 5 (EP5) Veterinary Professional – Syllabus (E 12) Certificate (E 13)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA2 E
Animal Learning and Training					
K9: The theory of animal learning to include habituation; sensitisation, classical conditioning, operant conditioning, insight and social learning, animal cognition and the concept of consciousness.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Education Provider 6 (EP6) – Dog Emotion and Cognition. Course Curriculum (E 14) Certificate of completion (E 15)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA3

K10: The theory underlying learned problem behaviour and training techniques.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA3
K11: The principles and rationale behind the use of the range of behavioural modification techniques, to include systematic desensitisation, counter-conditioning and the use of clickers.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA3
K12: 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.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA3
The Interaction between Health and Behaviour					

<p>K13: The functional anatomy and physiology of the vertebrate nervous and endocrine systems and their role in mediating behaviour.</p>	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP4 Behaviour Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>A</p> <p>B</p> <p>ABCD</p>	<p>5</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	<p>RA4</p>
<p>K14: The concept of neural plasticity and the relevance and influence of environmental and genetic factors in the development of the nervous system.</p>	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP4 Behaviour - Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>A</p> <p>B</p> <p>ABCD</p>	<p>5</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	<p>RA4</p>
<p>K15: The signs of ill-health and common conditions influencing behaviour and associated veterinary terminology.</p>	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP4 Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience</p>	<p>A</p> <p>B</p> <p>ABCD</p>	<p>5</p>	<p>Insert dates here</p> <p>If current,</p>	<p>RA4</p>

	(E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals			put “to date”	
K16: The interaction between health and behaviour in vertebrate animals.	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP4 Behaviour - Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>A</p> <p>B</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA4
K17: The behavioural consequences of medical disorders.	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP4 Behaviour - Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>A</p> <p>B</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA4
K18: The evidence for and against a medical component contributing to competing explanations of a behaviour.	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p>	A	5		RA 4

	<p>EP4 Behaviour - Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>B</p> <p>ABCD</p>		<p>Insert dates here</p> <p>If current, put “to date”</p>	
<p>K19: 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.</p>	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP5 Veterinary Professional – Syllabus (E 12) Certificate (E 13)</p> <p>EP4 Behaviour - Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>A</p> <p>A</p> <p>A</p> <p>B</p> <p>ABCD</p>	<p>5</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	<p>RA 4</p>

K20: 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.	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP4 Behaviour - Course Curriculum (E 16)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals</p>	<p>A</p> <p>B</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA 4
Clinical Procedures					
K21: The range of common behavioural disorders in animals to include phobias, aggression, stereotypies, anxiety related behaviours, and how to identify and critically evaluate contributing factors.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals. I have also completed The Aggression in Dogs Master course (E 17) Dr Susan Friedman – 8 weeks LLA (E 18)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	<p>5</p> <p>various</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA5
K22: The appropriate application of the principles of ethology and learning theory to the diagnosis and treatment of common problems.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p>	A			RA 5

	<p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. Clinicians Brief, webinars and podcasts, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals , books such as Meet your dog and webinars by Kim Brophy and sections on applied ethology from Micheal Shikashio’s Aggression in Dogs Master Course (E 17 – TYPE A)</p>	<p>A</p> <p>ABCD</p>	<p>5</p> <p>Various</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	
K23: The key principles in human and family psychology, to include attitude theory, processes of inter-personal relationships, grief and bereavement.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) e.g. my personal experience as a firefighter, books, self-study though personal loss</p>	<p>A</p> <p>A</p> <p>ABCD</p>	<p>5</p> <p>Various</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	RA 5
K24: The principles of effective counselling and how to apply to facilitate and maintain behavioural change.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Education Provider 7 (EP7)</p>	<p>A</p> <p>A</p> <p>A</p>	<p>5</p>	<p>Insert dates here</p> <p>If current,</p>	RA 5

	<p>BTEC Interactive Management Skills (E 19)</p> <p>Education Provider 8 (EP8) Preparing to Teach in the Lifelong Learning Sector PTTLs (E 20)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>ABCD</p>	<p>5</p> <p>3</p>	<p>put “to date”</p>	
<p>K25: The range of effective communication skills, both in the collection of relevant information and provision of advice in face to face or remote 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.</p>	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP7 BTEC Interactive Management Skills (E 19)</p> <p>EP8 Preparing to Teach in the Lifelong Learning Sector PTTLs (E 20)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	<p>5</p> <p>5</p> <p>3</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	<p>RA5</p>
<p>K26: The interactions appropriate in professional relationships and how to apply these in practice.</p>	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP7</p>	<p>A</p> <p>A</p> <p>A</p>	<p>5</p> <p>5</p> <p>3</p>	<p>Insert dates here</p> <p>If current,</p>	<p>RA5</p>

	<p>BTEC Interactive Management Skills (E 19)</p> <p>EP8 Preparing to Teach in the Lifelong Learning Sector PTTLs (E 20)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>ABCD</p>		put "to date"	
K27: 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.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP7 BTEC Interactive Management Skills (E 19)</p> <p>EP8 Preparing to Teach in the Lifelong Learning Sector PTTLs (E 20)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>ABCD</p>	<p>5</p> <p>5</p> <p>3</p>	<p>Insert dates here</p> <p>If current, put "to date"</p>	RA5
K28: Methods for gathering and recording information relevant to the diagnosis of a behavioural disorder and how to critically evaluate and appraise it.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP7</p>	<p>A</p> <p>A</p> <p>A</p>	<p>5</p>	<p>Insert dates here</p> <p>If current,</p>	RA5

	<p>BTEC Interactive Management Skills (E 19)</p> <p>Education Provider 9 (EP9) Course Certificate accident investigation (E 21)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>ABCD</p>	5	put "to date"	
K29: The construction and delivery of appropriately structured treatment regimes that are likely to be effective for behavioural disorders identified.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Professional qualifications, accreditations, CPD and experience (E 9)</p>	<p>A</p> <p>A</p> <p>ABCD</p>	5	<p>Insert dates here</p> <p>If current, put "to date"</p>	RA5
K30: How to identify situations where further action may be necessary, including ways in which compliance with an extended treatment regime may be encouraged.	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP7 BTEC Interactive Management Skills (E 19)</p> <p>EP8 Preparing to Teach in the Lifelong Learning Sector PTTLS (E 20)</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>5</p> <p>5</p> <p>3</p>	<p>Insert dates here</p> <p>If current, put "to date"</p>	RA5

	Professional qualifications, accreditations, CPD and experience (E 9)	ABCD			
Law and Ethics					
K31: UK and other relevant legislation that relates to the ownership and use of animals and the role and duties of the Clinical Animal Behaviourist, Veterinary Surgeon, paraprofessionals, owners/handlers and others within it; to include the legal implications and duties associated with the provision of advice and professional liability and client confidentiality.	EP2 Course Curriculum (E 3) Certificate of completion (E 4) EP16 Dog Law seminar (E 22 Certificate) Professional qualifications, accreditations, CPD and experience (E 9)	A B ABCD	5	Insert dates here If current, put "to date"	RA 6
K32: Employment law, health and safety legislation and the UK-GDPR (United Kingdom General Data Protection Regulation); and their implication for the Clinical Animal Behaviourist, their clients and others.	EP2 Course Curriculum (E 3) Certificate of completion (E 4) EP7 BTEC Interactive Management Skills (E 19) NEBOSH General Certificate in Health and Safety (E 24 Certificate)	A A	5 5	Insert dates here If current, put "to date"	RA6
K33: The ethical guidelines relating to the use of animals.	EP2 Course Curriculum (E 3) Certificate of completion (E 4) EP3 6 weeks Animal Behaviour and Welfare Syllabus (E 10) & Certificate (E 11)	A	5	2017-2019 2017	
Critical Analysis and Research					

<p>K34: How to critically evaluate the quality of research in terms of the methodology, robustness of data gathered and validity of findings and conclusions, from a range of publications and other sources, in order to judge its suitability as evidence on which to base clinical practice.</p>	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>Education Provider 10 (EP10) - Your Deceptive Mind: A Scientific Guide to Critical Thinking Skills (E 23)</p> <p>Professional qualifications, accreditations, CPD and experience. (E 9) For example webinar (How to read a research paper for dog trainers)</p>	<p>A</p> <p>A</p> <p>B</p> <p>ABCD</p>	<p>5</p>	<p>Insert dates here</p> <p>If current, put “to date”</p>	<p>RA 7</p>
<p>K35: How to demonstrate understanding of cognitive biases (e.g. availability and confirmation) and their impact on the clinician and clients.</p>	<p>EP1 Course Curriculum (E 1) Certificate of completion (E 2)</p> <p>EP2 Course Curriculum (E 3) Certificate of completion (E 4)</p> <p>EP10 Your Deceptive Mind: A Scientific Guide to Critical Thinking Skills</p> <p>Professional qualifications, accreditations, CPD and experience (E 9) books such as Thinking fast and Slow by Daniel Kahneman, Black and White Thinking by Dr Kevin Dutton, Factfulness by Hans Rosling</p>	<p>A</p> <p>A</p> <p>B</p> <p>ABCD</p>		<p>Insert dates here</p> <p>If current, put “to date”</p>	<p>RA 7</p>

K36: How to use appropriate methods for the assessment of the effectiveness of suitably structured treatment regimes.	EP1 Course Curriculum (E 1) Certificate of completion (E 2)	A	5	Insert dates here If current, put “to date”	RA7
	EP2 Course Curriculum (E 3) Certificate of completion (E 4)	A			
	EP17 – Living and Learning with Animals (E 18)	A			
	Professional qualifications, accreditations, CPD and experience (E 9)	ABCD			
*Details in the Applicant Guidance Document					

APEL Reflective Accounts Form (for ABT and CAB roles)

Please use this form to record written reflective accounts on all learning and training that you are submitting for APEL and how it relates to the Knowledge & Understanding (e.g. Animal Health and Welfare) sections of the standards. This is set out in the APEL Guidelines, as evidence types A, B, C, and D.

Please be aware that specific examples - and detail - in response to the questions below will allow you to demonstrate your knowledge and understanding much more clearly for Assessors than generic statements.

Use one form for each Knowledge & Understanding section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate E*

Knowledge section / Knowledge & Understanding number(s): **Section 1 Animal Behaviour Elements 1, 2, 3, 4 & 5**

What was the nature of the learning?

1. Education Provider 1 (EP1) – Type A – This was a 2-year distance learning and tutor supported course, the course is split into four modules: Freshman, Sophomore, Senior and the Final Exam. Each module had to be completed within 6 months of starting. Each module had a knowledge and practical exam that you had to pass before you could move on to the next module. If you failed any module twice, you would fail the course.
2. Education Provider 2 (EP2) – Type A – This is an ABTC recognised course, the course is based on distance learning and is tutor supported.
3. Education Provider 3 (EP3) – Type A – This was a short course developed by Edinburgh University – The course was completed online and was 5 weeks long. The course was a mixture of reading, self-study and video lessons. Each module had quizzes that had to be completed to pass the course.
4. Education Provider 4 (EP4) – This is an online course that is supported by video lessons and tutor supported sessions (Facebook group and email). The course is broken down into various modules and is a self-paced learning with additional reading material including links to the relevant studies covered in the course.

5. Professional qualifications, accreditations, CPD and experience. I have been studying for a decade and have attended a significant number of courses and webinars along with reading and personal experience that have supported or built on my core courses and which are relevant to the Animal Behaviour section.

Why did you choose to undertake this learning?

1. EP1: I was looking for a course that was science-led by a well-respected person that I had heard of. I had previously read their book and was recommended the course by Dr Ian Dunbar, who at the time, did not have his own course running.

When I researched this course, the content appeared to be superior to many other distance learning courses that I had come across in the UK. The course has a large and comprehensive curriculum, that is both theoretical and practical.

I had also discussed this course with others I knew who were currently studying with EP1, this including current ABTC members who are CAB's VB's and ATI's and they had nothing but compliments for the course and highly recommended it.

This course is described as a University Level Training Course, and it is recognised as one of the leading courses in the US.

On completion of this 2-year course I received a CTC with Honours, which is the Certificate in Training and Counselling and is recognised by organisations such as IAABC, Fear Free and The Pet Professional Guild, as examples.

2. EP2 - I started this course to have a UK based qualification that was recognised by the ABTC and would support my original aim of becoming an AAB and now a CAB. The course also covers UK specific areas such as law and animal welfare, along with more detail on some of the areas not covered in such depth in my previous courses and so this course complemented them well.

I also liked that the course was driven by self-study alongside course material. This meant I had to do a considerable amount of research for each answer and although the qualification was aimed at level 5, I feel I went above and beyond in my research for each module; with extensive reading and referencing and consideration of its practical application. My learning required me to apply and hone my critical thinking skills and to be aware of my biases. In each module I researched and considered the quality of the studies selected, whether they had been peer reviewed, repeated, etc.

This course is also promoted alongside a graduate diploma from EP2, and much of the material from the Advanced Diploma is not repeated in the course so I have taken the liberty of assuming the material not repeated probably meets the ABTC CAB standard.

3. EP3 – This was a modular course, and my aim was to get a better understanding of cats and their needs. Cats are the other species I am most likely to come across in my day-to-day activity working with dogs. I also live with a cat and so my study was personally beneficial too. However, I am aware of the importance of having a reasonable knowledge of other pet species such as parrots, rabbits, reptiles.
4. EP4, this was taken as CPD but also because it was a new, up-to-date course with well referenced and researched material. I have also completed several other courses with EP4. The teaching and learning style suited me and I liked that the material is referenced, but also participants are encouraged to explore and challenge the validity of the studies.
5. Professional qualifications, accreditations, CPD and experience. There are a number of reasons for this which include; personal growth, hobbies, a requirement for a former role, to support my current dog training and behaviour business, to fill the gaps in my knowledge and to support my goal of becoming a CAB.

How is your learning relevant to the Knowledge & Understanding?

The courses I have listed above are relevant as they cover all the elements K1 to K5 and in addition have been built on with my CPD over many years. Together, they cover a range of species including cats, rabbits, rodents, parrots, reptiles, and horses which are the most common species I am likely to encounter, other than dogs.

Over my reflective statements I have, at times, given case examples to demonstrate the evolution of my knowledge and understanding and critical thinking skills. Where appropriate I have discussed and checked these cases with an ABTC accredited Veterinary Behaviourist, who is one of my mentors.

My main two courses, from EP1 and EP2, cover this section in detail - please refer to the syllabus for each course.

These courses cover Ethology: (The scientific study of the behaviour of animals in their normal environment, including all the processes, both internal and external, by which they respond to changes in their environment) and the likes of Konrad Lorenz, who is considered the founder of modern Ethology and is well known for his study of the process of imprinting, but who also proposed that 'animal species are genetically constructed so as to learn information that is important for survival'. The field of Ethology is important as it is another lens through which to view our animals' behaviour, their normal species-specific behaviour is an important part of the holistic picture.

Domestication effects both animal behaviour and morphology. For example; Coppinger's theory of domestication of dogs through a process of natural selection, where the least fearful animals learned to thrive living around human encampments.

Another example is the Russian fur fox experiment, started by Dmitri Baylev, which illustrates the impact of selection and domestication on the morphology as well as behavioural traits such as fear and aggression (the foxes for the experiment were selected on flight distance only).

However, there is some discussion as to the speed of change as technically the starting population of foxes were not a completely wild, but from many generations of captive fur foxes.

In the course of my learning we looked at Darwin's theory of natural selection (survival of the fittest), and its further refinement such as the theory of sexual selection and the work of people like Marion Petrie of Newcastle University and her work with peacocks, Marion found that peahens preferred males with a longer train and more eyespots. We can assume that to survive long enough to reproduce with those traits (large tails, bright colours etc), you must be smarter, fitter and stronger than the average Peacock.

The courses provided detailed information on animal learning and how they are able, through their perceptual abilities, to adapt to their environment and how they communicate through a range of communication signalling systems, including audible (barks, growling, purring, hissing), olfactory (sexual status, friend or foe) and visual (body language/posture snarling, lip licking, arched back, pilo-erection etc).

My CPD to date includes additional reading on 'The Evolution of Canine Social Behaviour' by Roger Abrantes and calming signals (Turid Rugass). It is worth noting that calming signals, over which there are question marks and body language more generally must always be taken in the context of the environment and the activity that is taking place at the time.

The EP3 course was mixed species, with a greater emphasis on cat behaviour, ethology, domestication, and genetics. It was supported by additional reading and the one that was recommended in the course was Bradshaw's Cat Sense together with other papers and material.

Although all the courses provided information on animal development at key stages over their lifetime, particular attention was given to the sensitive/socialisation periods and their importance in the development of well-rounded pet dogs and cats. Scott & Fuller 1957, discovered what they termed the critical period of socialisation and now is more commonly referred to as the sensitive period for socialisation. In more recent times, 2015, Morrow et.al studied the age at which the fear response emerges, this is important as we work with puppies and have influence on the owners and their puppy's development at a key stage of life.

EP4's course covered ethology and developmental periods including sensitive/socialisation periods, in great depth. The course involved both theory and practice. It highlighted the work of John Bowlby and others examining attachment theory may better explain behaviour in people as well as other animal species.

Bowlby came up with four categories: secure attached, insecure attached, insecure avoidant and insecure ambivalent. Attachment theory gives one useful explanation for a behaviour such as aggression towards people, which is more likely due to a lack of trust in the owner challenging dominance theory. Dominance theory sets the stage for the use of aversive methods to control an animal, and this has the potential to lead to animal abuse. This way of thinking is not unique to dog ownership, it was once believed that Parrots that were allowed to have a high perch, would try to dominate their owners.

The course also proposed a relationship that attachment disorders in people is one of several theories as to why people may hoard animals.

In my experience, including my role as an Animal Rescue Specialist, I have owned and worked with many different animal species, having personally cared for or worked with dogs, cats, snakes, lizards, fish, horses, pigs, cattle and sheep. I completed courses from EP12 in animal behaviour and handling, EP13 in Animal Rescue and EP14 in horse handling and behaviour, and the experience and knowledge I have gained over many years has helped build on my core courses.

Briefly provide specific examples of how this learning demonstrates your Knowledge & Understanding

When working with dogs many of the problem behaviours we encounter might be considered as normal and useful for the species living in the wild. However, without the hard selection pressures of natural and sexual selection, domestication has probably produced 'quirks' in pet animal behaviour that can be problematic for owners. For instance various Fixed Action Patterns (FAP) /Modal Action Patterns (MAP) like food caching or sleep preparation which can be considered normal behaviour.

Some dogs will run through the caching FAP when they have nothing to cache, or odd surfaces trigger the behaviour to dig and bury, but the surface does not allow this to happen.

In regard to preparation for sleep FAP I have been asked to help with a dog that was digging at furniture and walking circles on the furniture, before sleeping. The owners were first time owners and thought this behaviour 'abnormal' but for the dog, it was perfectly normal preparation for rest.

So, before looking for exotic reasons for an animal's behaviour, we must always consider the principle of parsimony (Occam's Razor) and look for the simplest explanation, with the fewest possible assumptions first. For example, the behaviour we are seeing may just be normal species behaviour.

Understanding the natural behaviour of cats and dogs, including developmental periods, enables me to provide owners with knowledge that can help them understand their pet's behaviour better

and reduce unnecessary conflict between the pet and the care giver.

This was the case where a dog was growling at some family members and not others. The owner believed that the dog was working its way up the 'pecking order' in the house, where instead, one owner had a relationship with the dog based on threat and coercion and the other was much more inclined to use food and treats and was much more relaxed about the dog's behaviour.

The dog was growling at the owner who was the disciplinarian of the house and who felt they had to control the dog's whole life, rather than understanding the dog had its own needs and requirements and which the dog expressed as species specific behaviours and the conflict this created between the owner and the dog resulted in the erosion of their relationship.

In terms of working with other species I have mainly seen dogs living with cats. Some awareness of a dog's breed tendencies may be useful. For example, many terriers were originally developed to catch and kill small mammals and this might mean they are not first choice as good cat companions. Some other breeds may be less predatory; however I am aware of the dangers of breed specific labels.

I was asked to help a family who were fostering a dog for a charity, the problem was that the family had cats and even though the cats had lived with a dog in the past, the old dog was much smaller and older. The new dog however was much bigger and younger with far more energy, and this had resulted in the cats staying outside and sheltering in a hedge for 2 weeks. The family was hoping they would just get on together.

We were able to create a safe pathway from the cat flap to the stairs and a safe route for the cats to enter and leave without being bothered by the dog. We then started to feed behind barriers, initially solid barriers (door) where they could smell each other and then gradually in sight of each other, but at distances the cats were comfortable with.

At all times the family were monitoring the cats for signs of stress or fear, such as body posture, ear position and vocalisations. I explained to the owners how important it was for the cats to feel safe and that they should be able to leave the situation at any point. Once the cats were comfortable, the owners started to train the dog in the presence of the cats, initially it was obedience behaviours to keep the dog's focus and included 'Look at That' and then introduced settling while the cats were present, which the dog had been taught previously.

The environment was adapted so that the cats always had access to high spaces and escape routes should they not want to interact with the dog. The dog had already been crate trained and this was used as part of confidence building for the cats, it was not long before the cats were comfortably entering the room and through strict management, the dog habituated to the presence of the cats and would get far less aroused by their presence. After several months, one cat would lie with the dog, but the other cat just preferred to be left alone.

Another example, I was asked by friends for some advice, as their cat had suddenly (over the last two days) refused to use its litter tray and was defecating and urinating on the son's bed instead. I asked them if there had been any recent changes, new litter tray, new position of litter tray, another cat (I learnt through my course that cats would prefer separate litter trays). It turned out through questioning that they had recently changed cat litter, same brand, but the eco version. They replaced the litter with the original litter and their cat returned to the litter tray to toilet.

I personally have a rescue cat that is a house cat and understand that I must make sure the cat's needs have been met. I have done this by always providing a safe environment /space away from my dogs and appropriate enrichment activities, places to explore, games that involve hunting and stalking behaviours.

How did this Knowledge & Understanding change or improve your practice? Please ensure you provide examples/detail to support your answers.

I have been running classes and providing 1-1 training and behaviour modification for over 10 years, during this time my way of working has constantly evolved. I am always reflecting on my learning and practical experiences.

An example would be how I approach the integration of cats and dogs. I am now much more aware of the cat's behavioural needs and so I would not confine the cat in a crate as part of the training any longer, allowing free choice instead.

Having greater knowledge of animal behaviour and development helps me communicate better with my clients. Normalising behaviour and changing a client's mindset is often a useful starting point, especially when the client feels that the dog's behaviour is either abnormal, when in fact it may well be normal, or they believe in cultural paradigms where the dog may be behaving in a way to establish itself as the 'pack leader' of the house.

How normal species development may alter their behaviour, for example a bitch coming into season, may well become more interested in smells and less responsive to human cues, so I look at what's normal much more.

APEL Reflective Accounts Form (for ABT and CAB roles)

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Please be aware that specific examples - and detail - in response to the questions below will allow you to demonstrate your knowledge and understanding much more clearly for Assessors than generic statements.

Use one form for each Knowledge & Understanding section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate E*

Knowledge Section/ Knowledge & Understanding number(s): **Section 2 - Animal Health and Welfare Elements 6, 7 and 8**

What was the nature of the learning?

1. Education Provider 1 (EP1) – Type A – This was a 2-year distance learning and tutor supported course, the course is split into four modules: Freshman, Sophomore, Senior and the Final Exam. Each module had to be completed within 6 months of starting. Each module had a knowledge and practical exam that you had to pass before you could move on to the next module. If you failed any module twice, you would fail the course.
2. Education Provider 2 (EP2) – Type A – This is an ABTC recognised course, the course is based on distance learning and is tutor supported.
3. Education Provider 3 (EP3) – Type A – The course was completed online and was 7 weeks long. The course was a mixture of reading, self-study and video lessons. Each module had quizzes that had to be completed to pass the course.
4. Education Provider 5 (EP5) – Type A – This was a multi-module online course, with video lessons and a final exam.

Professional qualifications, accreditations, CPD and experience. I have been studying for over a decade and have attended a significant number of courses and webinars along with reading and personal experience that have supported or built on my core courses and which are relevant to

this section.

Why did you choose to undertake this learning?

1. EP1: I was looking for a course that was science-led by a well-respected person that I had heard of. I had previously read a book by EP1 and was recommended the course by Dr Ian Dunbar, who at the time, did not have his own course running.

When I researched this course, the content appeared to be superior to many other distance learning courses that I had come across in the UK. The course has a large and comprehensive curriculum, that is both theoretical and practical.

I had also discussed this course with others I knew who were currently studying with EP1, including current ABTC members who are CAB's VB's and ATI's and they had nothing but compliments for the course and highly recommended it.

This course is described as a University Level Training Course, and it is recognised as one of the leading courses in the US.

On completion of this 2-year course I received a CTC with Honours, which is the Certificate in Training and Counselling and is recognised by organisations such as IAABC, Fear Free and The Pet Professional Guild, as examples.

This course promoted a high standard of animal welfare and has since gone on to develop the husbandry project for reducing fear, anxiety and stress for dogs while undergoing husbandry procedures and that improve the animal's welfare, for example how to cut nails, grooming and administering medication with minimum stress to the dog etc. (refer to the evidence portfolio for more details).

2. EP2 - I started this course to have a UK based qualification that was recognised by the ABTC and would support my original aim of becoming an AAB and now a CAB. The course also covers UK specific areas such as law and animal welfare, along with more detail on some of the areas not covered in such depth in my previous courses and so this course complemented them well.

I also liked that the course was driven by self-study alongside course material. This meant I had to do a considerable amount of research for each answer and although the qualification was aimed at level 5, I feel I went above and beyond in my research for each module; with extensive reading and referencing and consideration of its practical application. My learning required me to apply and hone my critical thinking skills and to be aware of my biases. In each module I researched and considered the quality of the studies selected, whether they had been peer reviewed, repeated, etc.

This course is also promoted alongside the EP2 Graduate Diploma, and much of the material from the Advanced Diploma is not repeated in the course so I have taken the liberty of assuming the material not repeated probably meets the ABTC CAB standard.

3. EP3 – This was a modular course, and my aim was to get a better understanding of Animal Welfare in both pet and farm animals. There were specific sections on cats and dogs, which are the species I am most likely to come across in my day-to-day activity. I also live with cats and dogs and so my study was personally beneficial too.
4. EP5 – I did this course to better understand how I could work with vets and promote high standards of animal welfare when in the challenging environment of the vet practice. It also covered pharmacology and its use in improving animal health and welfare, this was a useful adjunct to my study for EP2.
5. Professional qualifications, accreditations, CPD and experience. There are a number of reasons for this which include; personal growth, hobbies, a requirement for a former role to support my current dog training and behaviour business, to fill the gaps in my knowledge and to support my goal of becoming a CAB.

How is your learning relevant to the Knowledge & Understanding?

The courses I have listed are relevant as they cover all the elements K6 to K8, these have been built on with my CPD over many years. Please see the syllabus evidence for each course for more details.

Over my reflective statements I have, at times, given case examples to demonstrate the evolution of my knowledge and understanding and critical thinking skills. Where appropriate I have discussed and checked these cases with an ABTC accredited Veterinary Behaviourist, who is one of my mentors.

All my main learning to date has at involved a range of species including cats, which is the most common species I am likely to encounter as well as dogs.

The EP2 and EP3 courses both provided me with knowledge of animal welfare and why it is important to the role of CAB. For example, there are many ways to effect animal behaviour change, with some methods having an intrusive and arguably negative impact on the animal's welfare such as the e-collar. In certain hands there is evidence that this tool may impact on an animal's welfare by using pain/discomfort or the startle response.

Another example would be an animal (dog), that must be restricted in its access to the environment as part of the behaviour change plan, which will still need to have its needs met to off-set these restrictions.

More generally, a CAB is likely to have face to face contact with the animal and its care giver and a significant part of the assessment process is ensuring that the animals individual needs are met and any deficiencies are identified and addressed.

In my studies, I learnt about the challenges defining animal welfare. Definitions will be influenced by a range of factors, including but not limited to, culture and religion, early experiences and conditioning (attitude theory) and field of work (farming, abattoir worker). However, from the animal's perspective, irrespective of our cultural background etc., the animals' needs remain the same.

From a legal perspective, the starting point is the 2006 Animal Welfare Act.

The courses covered the key concepts that underpin animal welfare, which are established in the '5 Freedoms'; freedom from hunger and thirst, freedom from pain, injury and disease, freedom from fear and distress, freedom from discomfort, and the freedom to display natural behaviours. Interestingly, four of the five are freedom from 'something', and only one is the freedom to 'something', and so the freedoms are negatively weighted which arguably sets a low standard for welfare.

There are other frameworks, such as the Duty of Care Framework which by focusing on enrichment and provision of a safe, happy environment, arguably sets a higher standard for welfare. It also encourages legal responsibility by the owner/caretaker, to make sure that they provide their animals with a good welfare environment.

To help measure Animal welfare, we can study the behavioural and physiological responses of animals and to avoid and limit anthropomorphism and bias, the scientific method is used. For example, to measure behaviour, a simple ethogram could be created watching and recording an animal's behaviour in its environment and then compare this in different environments. Behavioural indicators could be growling, snarling, biting, avoidance/moving away, spinning, mounting etc.

This, however, does have limitations as it only tells us what the animal does, without understanding what it really means to the animal. An additional method is to see what an animal does given choice and preference (such as Chirag Patels Bucket Game) this assumes the animal will choose things, environments, activities etc that make its life better.

Physiological indicators can include heart rate, hormonal changes, immunological etc. Cortisol is most often talked about as a measure of the stress response, however not everything that causes release of cortisol is stressful in a negative way. In a webinar I attended with Simon Gadbois who made a point of explaining that exercise prior to testing will increase cortisol and so potentially affect the result.

So, to get a true and more complete measure of an animal's welfare, it requires a measure of both

physiological and behavioural responses.

In working with dogs, it is easier to observe and measure behavioural responses as we do not generally have facilities to measure physiological responses. However, we can infer physiological changes from physical signs, for instance pilo-erection in dogs, indicates arousal and activation of the sympathetic nervous system.

The EP1 course promotes a high standard of animal welfare in dog training. It has since gone on to develop the husbandry project for reducing fear, anxiety and stress for dogs, while undergoing husbandry procedures that increase the animal's welfare during these activities, for example how to cut nails, brushing, administering medication etc.

Animal welfare is also important from a behaviour change perspective and this links into the Humane Hierarchy which has been adopted by the ABTC. The hierarchy starts with health, diet and physical environment and this concurs with other models of animal welfare already referred to previously.

The courses remind us that pets to one degree or another as a result of 21st century living have become something akin to captive animals and so it is important to provide them with species specific outlets for their behaviour, which support both their physical and mental welfare.

I recently read a book by Mark Bekoff and Jessica Pierce, which examined the impacts on the increasing changing modern world and its impact on dogs. They argued that dogs are not well adapted to living amongst modern humans and their ever-reducing spaces, busy lives and societal constraints and the proposed how we can off-set this and improve their overall welfare by understanding them better.

In some more extreme cases, low levels of welfare can lead to the development of abnormal repetitive behaviours, such as pacing, tail chasing, excessive/displacement grooming etc.

Another important part of understanding welfare which was covered extensively in my learning, is choice of methods and tools, and as Education Provider 17 alludes "effective is not enough" meaning we have to be aware of the impact of what we do and how we choose to do it.

In my role and as an Animal Rescue Specialist, I have owned and worked with many different animal species, having personally cared for or worked with dogs, cats, snakes, lizards, fish, horses, pigs, cattle and sheep. I completed courses at EP12 (animal behaviour and handling) EP13 (Animal Rescue) EP14 (Horse handling and behaviour) and the experience and knowledge I have gained has built on my core courses.

As a part of this role, I received specific instructions from the RSPCA on the legal implications of animal welfare too.

Briefly provide specific examples of how this learning demonstrates your Knowledge & Understanding

When working with animals, mainly dogs, the importance of understanding and when ensuring how welfare needs are met are crucial for effecting behaviour change. However, in addition there will also moral and legal implications that need to be considered.

As a rule, I want to make sure that any animal I work with is free from pain, injury or disease and so I will ask for them to first be seen by a vet before we start working together. Once working with the client, I would also discuss training methods and tools that may be detrimental to their animal's welfare. For example, the use of a slip lead to correct a dog that is pulling, may be discussed with the owners as this has the potential to cause pain and injury.

It is also part of my class joining requirements that no-slip leads are used. However, I do recognise that there may be other times when their use is preferable, for example, human safety in a rescue situation – In this case we would carry slip-leads in our animal rescue equipment as part of my role to secure loose dogs at a fire or accident scene.

A specific example; I have worked with a young English Bulldog that was “overly excited about visitors” and would harass the family, struggled to settle and was in their words “bonkers”. It turned out that this dog was only receiving a maximum of two 20 minute “round the block” walks per week. They were a busy family, with both parents working from home and children being home schooled by one parent. The dog's behaviours were jumping at and on visitors, jumping on family members, barking at his owners, running off with items of clothing, shoes and children's toys etc.

By understanding the welfare implications of the environment and applying the duty of care model, we made some changes to the dog's environment and its exercise and enrichment activities. For example, we made sure that he was given sufficient quiet time to sleep and rest away from the children. Sleep is considered important for welfare and as noted in papers published in 2020, sleep patterns can also be an indicator of conditions such as chronic pain, ageing and cognitive dysfunction. We addressed his lack of exercise by increasing his walks outside the home, incorporating a dog walker and addressed both manners training and other activities that he engaged in, such as working for food in toys, chewing ‘kongs’ instead of shoes, tug with rules and just generally helped the family understand his needs better. Just these changes alone made for a better relationship with the owners and ultimately what appears to be based on his behaviour, a ‘happier’ and more contented dog with improved welfare.

Another example was a dog that could not be taken to the groomer or vet because it had bitten. So, we worked at home helping the owner to be able to brush the dog and maintain its coat, handle feet and trim nails without being bitten. Not being able to carry-out this care was detrimental to the dog's overall welfare.

With our own cat, we ensure access to veterinary care when required, safe places away from the family dogs, fresh age-appropriate nourishment, and water, provide play time where he can stalk and chase items, plenty of scratch posts dotted around and we also leave items out for him to explore - this can include empty boxes and my worn clothes etc. Also, as an ageing cat, he has started to show signs of cognitive dysfunction and so we maintain his routine as much as possible. In essence, we make sure all his needs have been met.

How did this Knowledge & Understanding change or improve your practice? Please ensure you provide examples/detail to support your answers.

In my experience, in most cases, the owners I work with, do not understand, or have even considered that their pet may well be restricted in its freedoms and the environment they provide has major implications on its welfare and behaviour.

One big change I have made over the years based on my learning, is to incorporate the principles of the Humane Hierarchy into my behaviour change plans, but also to teach my class students the importance of meeting their dog's needs. For example, promoting scenting activities and allowing some exploration on walks as a good thing for dogs and not something we should think of as abnormal or naughty.

APEL Reflective Accounts Form (for ABT and CAB roles)

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Please be aware that specific examples - and detail - in response to the questions below will allow you to demonstrate your knowledge and understanding much more clearly for Assessors than generic statements.

Use one form for each Knowledge & Understanding section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate E*

Knowledge section/ Knowledge & Understanding number(s): **Section 3 Animal Learning and Training - Elements 9, 10, 11 and 12**

What was the nature of the learning?

1. Education Provider 1 (EP1) – Type A – This was a 2-year distance learning and tutor supported course, the course is split into four modules: Freshman, Sophomore, Senior and the Final Exam. Each module had to be completed within 6 months of starting. Each module had a knowledge and practical exam that you had to pass before you could move on to the next module. If you failed any module twice, you would fail the course.
2. Education Provider 2 (EP2) – Type A – This is an ABTC recognised course, the course is based on distance learning and is tutor supported.
3. Education Provider 6 (EP6) – multi-module online course.
4. Professional qualifications, accreditations, CPD and experience. I have been studying since 2010 and have attended a significant number of courses and webinars along with reading and personal experience that have supported or built on my core courses and which are relevant to this section. This includes Clicker Expo's and EP17's Living and Learning with Animals weekend seminars and 8 week course.

Why did you choose to undertake this learning?

1. EP1: I was looking for a course that was science-led by a well-respected person that I had heard of. I had previously read EP1's book and was recommended the course by Dr Ian Dunbar, who at the time, did not have his own course running.

When I researched this course, the content appeared to be superior to many other distance learning courses that I had come across in the UK. The course has a large and comprehensive curriculum, that is both theoretical and practical.

I had also discussed this course with others I knew who were currently studying with EP1, this including current ABTC members who are CAB's VB's and ATI's and they had nothing but compliments for the course and highly recommended it.

This course is described as a University Level Training Course, and it is recognised as one of the leading courses in the US.

On completion of this 2-year course I received a CTC with Honours, which is the Certificate in Training and Counselling and is recognised by organisations such as IAABC, Fear Free and The Pet Professional Guild, as examples.

This course had a strong emphasis on understanding animal learning and training. For further detail see syllabus

2. EP2 - I started this course to have a UK based qualification that was recognised by the ABTC and would support my original aim of becoming an AAB and now a CAB. The course also covers UK specific areas such as law and animal welfare, along with more detail on some of the areas not covered in such depth in my previous courses and so this course complemented them well.

I also liked that the course was driven by self-study alongside course material. This meant I had to do a considerable amount of research for each answer and although the qualification was aimed at level 5, I feel I went above and beyond in my research for each module; with extensive reading and referencing and consideration of its practical application. My learning required me to apply and hone my critical thinking skills and to be aware of my biases. In each module I researched and considered the quality of the studies selected, whether they had been peer reviewed, repeated, etc.

This course is also promoted alongside the Compass Graduate Diploma, and much of the material from the Advanced Diploma is not repeated in the course so I have taken the liberty of assuming the material not repeated probably meets the ABTC CAB standard.

3. EP6. I did this course to get a better understanding of the advances in animal cognition from a leader in this field of research. Dogs being the primary species I work with, were well represented in the material, although it also looked at other animals, for example, primates.
4. Professional qualifications, accreditations, CPD and experience. There are a number of reasons for this which include; personal growth, hobbies, a requirement for a former role, to support my current dog training and behaviour business, to fill the gaps in my knowledge and to support my goal of becoming a CAB.

How is your learning relevant to the Knowledge & Understanding?

The courses I have listed are relevant as I believe they cover all the elements of Animal Learning and Training K9, K10, K11 to K12, and are suitable for the CAB knowledge and understanding. These have been built on with my CPD over many years. Please see the syllabus for each course as evidence of the course content.

Over my reflective statements I have, at times, given case examples to demonstrate the evolution of my knowledge and understanding and critical thinking skills. Where appropriate I have discussed and checked these cases with an ABTC accredited Veterinary Behaviourist, who is one of my mentors.

The Academy course paid particular attention to the selection of techniques that could be used for modifying behaviour, the pros and cons, and included habituation, operant conditioning (OC), systematic desensitisation and counter conditioning (DS/CC) and how using these techniques can be change behaviour and how they can be used both separately and together, when required.

The Academy promotes a high standard of knowledge of both animal learning and its practical application. It covered not only training, but also how to identify and resolve behaviour problems, including learned behavioural problems (e.g. stealing items, jumping on people, barking etc) and had a 6 month module on working with fear and aggression. It covered the correct application of techniques with a strong emphasis on promoting fear-free and pain-free behaviour modification techniques.

It is important to have a good understanding of learning theory when changing behaviour or training animals. Doing so helps us to understand the strengths and weaknesses of various techniques that we may choose to use and when they are applied practically.

In many cases a well thought out and well executed use of operant and classical conditioning can solve many problem behaviours and for many pet owners these techniques make sense. However, these techniques are only part of the picture, and we must never forget that animals will have

their own emotional worlds and needs that must also be taken into account.

Classical Conditioning: Ivan Pavlov and his work with Classical Conditioning (CC), which in simple terms is associative learning, sometimes known as Pavlovian or Respondent Conditioning and is a powerful tool when it is well executed. Classical Conditioning terminology may be confusing, but it's well explained in Pamela Reids' book – 'Excel-Erated Learning' – A Conditioned Stimulus (CS) (a sound) which is a neutral or meaningless stimulus, is presented prior to an Unconditioned Stimulus (UCS) (Food) and produces an unconditioned response (UCR) (salivation). After learning has taken place, the neutral stimulus will elicit the response, which is now called a conditioned response.

For an example of where we may choose to use DS/CC, is when the animal's behaviour is the result of a fear or anxiety. In this case, the techniques we may well choose (open bar/closed bar), will be based around desensitisation (DS) and classical counter-conditioning (CC), this is because, in simple terms, we want to change how the animal feels about something and we can do this using desensitisation and classical counter-conditioning.

The challenges with using DS/CC are that it can be difficult to keep the animal at thresholds to achieve desensitisation and there is the increased risk of making things worse through sensitisation to the triggers or miss-diagnosis of the underlying reason for the behaviour. DS/CC can be slow for many pet owners and often requires careful set-ups while being mindful of the problems caused by overshadowing and blocking. When using CC It is important to get the order of events correct for learning to take place and how to avoid common pitfalls from poor execution and compound stimuli. For example, reaching for a treat pouch before the animal has perceived the trigger.

We also have Operant conditioning (OC): which is the term coined by B.F. Skinner and is sometimes referred to instrumental learning. However, prior to Skinner, we had Edward Thorndike and 'Thorndike's Law of Effect'.

Operant conditioning is probably the most common method used for animal training and where we come across the language of Positive Reinforcement, Positive Punishment, Negative Reinforcement and Negative Punishment. Positive simply means the addition of something and negative is the removal of something. More simply, this is what we know as learning through consequences.

This is also where marker training is used, in some cases this could be a mechanical device such as a clicker popularised by Karen Pryor or a whistle or in other cases it could be a verbal marker such as a word or a sound. Through classical conditioning, the maker becomes conditioned to predict a reinforcer and over time, the animal learns that the marker is not only a signal that reinforcement is coming, but that it can use its behaviour to influence this.

For problem behaviours where fear and anxiety are not a primary driver, for example chasing livestock for fun, running up to dogs and people on walks etc, then using the principles of operant conditioning are generally going to be the best option for training more desirable behaviours.

Using operant conditioning and especially when using Positive Reinforcement, we can teach the animal new skills and if skilfully used, we can use this with animals that are fearful too and aim for a classically conditioned side-effect, hence the term "Pavlov is always on your shoulder". With a fearful dog I would have much smaller incremental steps and aim for a high rate of reinforcement.

Reinforcement schedules (how often you pay the animal) may be fixed or variable ratio (responses) or fixed or variable Interval (time). For behaviour change, The Humane Hierarchy as proposed by EP17 is a good guide for selecting appropriate techniques, and alongside the LIMA principle has been adopted by ABTC. So, after wellness, food etc and antecedent arrangements, the hierarchy starts with positive reinforcement. Using positive reinforcement from the hierarchy, can we replace an undesirable behaviour with a desirable behaviour that achieves the original consequence/reinforcer, if not, then we have other options such as differential reinforcement of other behaviour (DRO) and differential reinforcement of incompatible behaviour (DRI).

Another method we can use is the Premack Principle proposed by David Premack in the mid-1960's that participating in desirable activities could be used as a reinforcer. As behaviour builders, we can use this to our advantage and this is very commonly referred to as Grandma's rule - eat your broccoli to get your ice cream. Broccoli eating increases as it's reinforced by eating ice-cream. This of course assumes that broccoli is not aversive to the animal in the first place.

Without doubt, using aversive stimuli can change behaviour, but this comes at a cost to the animal's welfare, erodes relationships between the human and the animal and can have unintended side effects such as increased aggression. EP17 published an article titled 'What's Wrong With This Picture? Effectiveness is Not Enough'. This article Explains this further.

This type of training (OC) to 'reinforce a behaviour' for many pet owners, makes much more sense than classical counter-conditioning. The downside is that it can easily lead to the use of punishment by less skilled people and when poorly applied, it can create frustration in the learner and reinforce/strengthen undesirable behaviour.

How an animal perceives a consequence is always a study of one, so it's important to track data, otherwise we can think something should be reinforcing and increasing the frequency of the behaviour, but in fact it's acting as punishment and reducing the frequency of the behaviour.

However, there are several ways animals can learn, as well as operant and classical conditioning, including habituation and sensitisation, through to insight and social learning and the theory behind them. It makes sense and is supported by research that social animals are likely to take advantage and will have evolved to benefit from social learning. For example, rats can find out about food sources from sharing olfactory information from other rats.

Habituation will usually occur if the 'thing' is presented at a low intensity and nothing much happens, for example, dogs through careful management may habituate to the family cat. Depending on the intensity of the stimulus, you may get the opposite of habituation and sensitisation occurs instead and instead of learning to tune the 'thing' out it instead becomes more aware of it.

EP6 in America has the Dognition programme and has come up with their own scale and tests to look at a dog's cognitive ability and the course also covered the concept of consciousness and self-awareness. It explained how a mirror and a mark on the face was used to test self-awareness and many animals would simply fail to recognise themselves. However, this may only be one level of self-awareness, where Mark Bekoff suggested that dogs recognise themselves by scent and proposed this with 'The Urine Test'.

In recent years there has been a development into the 'Do as I Do' type training, which is a form of social learning that we use to our advantage. Very basically, this method is promoted as using a dog's social and cognitive skills to observe and imitate the trainer.

Anecdotally I have seen dogs follow another dog's lead, for example, dogs that are worried about water, go into water following another dog that appears to love water.

Depending on how you define imitation, some animal species are very good at imitation. Humans and other primates being an example of being good at imitation learning, most children can watch a novel activity once and repeat it without any real problem, whereas dogs who are maybe not as skilled, if being measured against one definition of imitation, but could do much better observing other dogs than other animals, like humans.

Social learning can also take place via local enhancement and social facilitation, which can look like imitation. For example, if I recall my dog and the other dog runs back with them, is this true imitation or just one dog not being able to resist chasing the other? However, we can use this to our advantage, if a dog runs back following another dog and finds a treat, they may start to run back without the other dog present as now associations have been made.

The listed courses and information above have been supplemented with my other courses and CPD, having completed several Clicker Expo's as an example of CPD.

Briefly provide specific examples of how this learning demonstrates your Knowledge & Understanding

Over the last decade, at times, I have run over 15 classes per week covering all age groups from puppy to adult dogs manners training, agility and scent work. During classes I regularly use the principles of animal learning to teach skills such as walking on lead, coming when called and in a 1-1 setting for training and helping with problem behaviours, while applying the Humane Hierarchy

and the principles of operant and classical conditioning.

With my own dog, I have used some of the exercises from the EP6 course to observe her social learning ability. We used the yawn test, pointing etc and this was a nice way to explore social learning and her abilities, such as empathy and communication.

Example:

Approximately 2-year-old, male-neutered street dog.

Likes other dogs but fearful of multiple stimulus when out on walks

In this case, I used my own dog to provide social support and learning. We started walking together in quiet places and secure fields to introduce the dogs and when they were comfortable, we allowed interaction. The street dog was actually very dog-friendly and savvy and enjoyed playing with my dog. We then started to walk together in more challenging environments and by observing my own dog interacting with the world he started to show more confidence. We set the environment for success by sticking to regular walks initially as we wanted the world to be as predictable as possible.

The result was that the street dog started to grow in confidence and would explore things alongside my dog which historically he would have avoided. A specific example was a wood carving seat that looked like a giant tortoise, which created anxiety and fear, and could be seen with the dog displaying avoidance behaviour. So, the dog was allowed to move away and I sat on the seat with my dog. Very quickly the other dog came over curiously and cautiously to explore the seat. Now the dog will walk past and explore the seat with no issues.

Another example:

6-year-old – Female – Neutered – Cocker Spaniel (working type)

Growls and bites when the owner attempts to handle the dog's feet. (Dog was already muzzle trained).

The dog also gets very stressed visiting vets and requires a muzzle for nail care.

The plan was to work from home with the owner to be able to maintain her dog's nails at home. We implemented a plan using the principles of operant and classical conditioning and provided the dog with choice (control) to leave the process whenever it wanted and implemented pre-handling cues "touching" to signal to the dog what was about to happen.

We classical conditioned a mat to predict great stuff and safety and then used this as a station for her care/nail trimming. We did this by simply feeding on the mat, training on the mat and generally having fun with the dog once the mat was placed on the floor.

We implemented a process of DS and CC with implements and changed the location of where we were going to cut nails, to try and achieve a neutral starting point. The muzzle was used in training, not just when nails were going to be cut as we wanted to reduce the predictive value of

the muzzle.

To counter-condition to the sound of the nail clipper, we used 'fake cuts' using dried spaghetti - each time we trimmed some spaghetti, the clippers would break the spaghetti with a trimming sound and then this was followed by a tasty treat, which in this case was chicken.

The main aim was that at no point was the dog to experience fear and anxiety when on the station. If we needed to trim nails before she was ready, we would use the vet and ask for sedation, to protect the behaviour change process.

Using operant conditioning and a marker, we taught the dog to present a paw to the hand, because we wanted both hands free, we decided on a verbal marker of "Treat" instead of a mechanical marker such as the clicker.

We have now achieved safe and minimal stress nail trims, which not only used the first principles of operant and classical-conditioning, it also required desensitisation and a knowledge of the correct application of these principles.

How did this Knowledge & Understanding change or improve your practice? Please ensure you provide examples/detail to support your answers.

As my knowledge and skills have increased and improved over time, so I have continued to incorporate this learning into my day-to-day practice.

I still have a bias towards operant and classical condition when working with clients, but I am much more aware of and take account of the emotional well-being of the learner and their needs too.

I use much more choice, giving much more control to the learner, allowing them to dictate the pace of the activity, introducing much more co-operative care activities into classes and behaviour change programmes.

APEL Reflective Accounts Form (for ABT and CAB roles)

Please use this form to record written reflective accounts on all learning and training that you are submitting for APEL and how it relates to the Knowledge & Understanding (e.g. Animal Health and Welfare) sections of the standards. This is set out in the APEL Guidelines, as evidence types A, B, C, and D.

Please be aware that specific examples - and detail - in response to the questions below will allow you to demonstrate your knowledge and understanding much more clearly for Assessors than generic statements.

Use one form for each Knowledge & Understanding section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate E*

Knowledge section/ Knowledge & Understanding number(s): **Section 4 The Interaction between Health and Behaviour - Elements 13, 14, 15, 16, 17, 18, 19 and 20**

What was the nature of the learning?

1. Education Provider 1 (EP1)– Type A – This was a 2-year distance learning and tutor supported course, the course is split into four modules: Freshman, Sophomore, Senior and the Final Exam. Each module had to be completed within 6 months of starting. Each module had a knowledge and practical exam that you had to pass before you could move on to the next module. If you failed any module twice, you would fail the course.
2. Education Provider 2 (EP2) – Type A – This is an ABTC recognised course, the course is based on distance learning and is tutor supported.
3. Education Provider 5 (EP5) – Type A – This was a multi-module online course, with video lessons and a final exam.
4. Education Provider 4 (EP4) Type B – multi-module online course.
5. Professional qualifications, accreditations, CPD and experience. I have been studying since 2010 and have attended a significant number of courses and webinars along with reading and personal experience that have supported or built on my core courses, and which are relevant to this section. For example, webinars from the Clinician's Brief.

Why did you choose to undertake this learning?

1. EP1: I was looking for a course that was science-led by a well-respected person that I had heard of. I had previously read EP1's book and was recommended the course by Dr Ian Dunbar, who at the time, did not have his own course running.

When I researched this course, the content appeared to be superior to many other distance learning courses that I had come across in the UK. The course has a large and comprehensive curriculum, that is both theoretical and practical.

I had also discussed this course with others I knew who were currently studying with EP1, this included current ABTC members who are CAB's VB's and ATI's and they had nothing but compliments for the course and highly recommended it.

This course is described as a University Level Training Course, and it is recognised as one of the leading courses in the US.

On completion of this 2-year course I received a CTC with Honours, which is the Certificate in Training and Counselling and is recognised by organisations such as IAABC, Fear Free and The Pet Professional Guild, as examples.

The course also had specific modules on Psychopharmacology, it uses and mode of action, its effects on behaviour, pro's and con's etc.

2. EP2 - I started this course to have a UK based qualification that was recognised by the ABTC and would support my original aim of becoming an AAB and now a CAB. The course also covers UK specific areas such as law and animal welfare, along with more detail on some of the areas not covered in such depth in my previous courses and so this course complemented them well.

I also liked that the course was driven by self-study alongside course material. This meant I had to do a considerable amount of research for each answer and although the qualification was aimed at level 5, I feel I went above and beyond in my research for each module; with extensive reading and referencing and consideration of its practical application. My learning required me to apply and hone my critical thinking skills and to be aware of my biases. In each module I researched and considered the quality of the studies selected, whether they had been peer reviewed, repeated, etc.

This course is also promoted alongside EP2's Graduate Diploma, and much of the material from the Advanced Diploma is not repeated in the course so I have taken the liberty of assuming the material not repeated probably meets the ABTC CAB standard.

The course also has modules that included Psychopharmacology, it uses, modes of action, its effects on behaviour, pro's and con's etc.

3. EP5 – I did this course to better understand how I could work with vets and promote high standards of animal welfare when in the challenging environment of the vet practice. It also covered areas of pharmacology and how this can help animals in practice but would also be relevant to animals at home.
4. EP4 – multi-module online course. I did this course as it was very much science based with lots of references to the source material. This course is still ongoing.

Professional qualifications, accreditations, CPD and experience. There are several reasons I choose my CPD which includes personal growth, hobbies, a requirement for my role, to support my own dog training and behaviour business and to top-up and expand my existing knowledge or when I discover areas where I feel I am weaker and also to support my goal of becoming a CAB.

How is your learning relevant to the Knowledge & Understanding?

The courses I have listed are relevant as they cover all the elements of The Interaction between Health and Behaviour K13 to K20, and in addition to my CPD, I believe meet the knowledge and understanding criteria asked for by ABTC to be recognised as a CAB. Please see the syllabus for each course as evidence of the course content.

Over my reflective statements I have, at times, given case examples to demonstrate the evolution of my knowledge and understanding and critical thinking skills. Where appropriate I have discussed and checked these cases with an ABTC accredited Veterinary Behaviourist, who is one of my mentors.

K13

The EP2 course is self-led, tutor supported learning and so the research I did was often over and above what was required to pass the modules.

The EP2 Course has modules on:

- The differences between the divisions of the nervous system
- The different neural pathways between voluntary and involuntary behaviour
- The structure of the nervous system
- Overview of the brain and the functions of the various parts
- Neurotransmitters and how they affect canine behaviour
- The physiological and behavioural effects of stress, and the hormones involved
- Other biological factors, for example how hormones or nutrition can influence behaviour
- Homeostasis and the normal physiology of the body

- How health and physiology can affect canine behaviour

The learning involved understanding how the nervous system functions and terminology associated with it. For example, the Central Nervous System, the Peripheral Nervous System, divided into Somatic Nervous System, that responds to external stimuli, such as touching something hot and Autonomic nervous system, the ANS operates without conscious recognition or effort from the animal and comprises of the sympathetic and parasympathetic nervous systems. The sympathetic nervous system at a basic level is working to maintain homeostasis and which also prepares the body for a stress response, 'fight flight' which is important to us working with animals.

These systems work in harmony when working properly and work to maintain homeostasis within the body's internal environment, responding to stimuli, such as perceived danger and then returning to normal once the threat has passed.

The EP4 course includes modules or parts of modules covering all sections of K13 - K20 and is promoted as a Level-6 equivalent course. It makes it very clear that everything from physiology, the nervous system, the endocrine system etc. are very complex and interlinked.

What we generally see, unless under lab conditions, is the observable behaviour and physiological changes created by those systems, (in the animal, such as growling or pilo erection).

It explained "how the endocrine system describes the internal communication system within our dogs. It's made up of feedback loops, neurotransmitters, hormones and modulators, which are created and released into the brain and into the circulatory system across the whole body by glands. In dogs, and in us, the hypothalamus is the control system for this communication system".

It then listed and provided lectures on what they called the key players, see evidence NH16 such as Gamma-Aminobutyric Acid (GABA) and Dopamine and the brain's geography, the role of the hypothalamus, amygdala etc.

The course also covered examples of where things can go wrong and how it affects behaviour and health, for example a lack of vasopressin causes diabetes insipidus, which leads to excess urination or Cushing's disease, which can present in dogs as: drinking more water, excessive urination, weight gain, coat change or loss (especially on the flank).

My CPD and experience has been ongoing over the years and supplemented my formal learning. I often consult with a Vet Behaviourist mentor with whom I discuss cases with. I also work closely with other vets and discuss cases with them, this may include discussion around medication.

K14

The concept of Neural plasticity was covered in depth in EP4's course and was part of the studies in the EP2 course.

In simple terms, neural plasticity is the brain forming and reorganising connections, especially in response to learning or experience. The brain creates behaviour, but behaviour and experience also change the brain. This is important to understand, as practice makes behaviour easier and habits can be created, which is important when we are wanting to change behaviour and build new behaviours and/or change how an animal feels about something.

Depending on the lens you are looking through, everything we experience and everything we do changes the brain, chemically, structurally and potentially functionally although this (functional change) is not as relevant to the work we do, but the brain does have the adaptability to move functions from one part of the brain to another.

The nervous systems development is influenced genetically and environmentally, even before birth, it is easy to think that pre-birth is all about genetics and after birth it's about environment. Genetics can influence elements such as potential brain size and structure, however genes can express differently depending on environmental exposure to many things. Serpell covers this in his book (The Domestic Dog: Its Evolution, Behaviour and Interactions with People), Under the chapter – 'Becoming a Dog early life experience and the development of Behaviour'. We know through studies such as Braastad et al, that found what mothers experience while the puppy is in utero, can have critical and long-lasting effects on how they develop.

K15

The EP2 course covered this section as part of my studies, I would read and reference books such as Black's Student Veterinary Dictionary, Landsberg – Behaviour Problems in Dogs and Cats. Overall - Clinical behavioural Medicine for Small Animals, Gough Thomas and O'Neil - Breed predispositions to Disease on Dogs and Cats.

The course included sections on

- Homeostasis and the normal physiology of the body
- How health and physiology can affect canine behaviour
- Various medical conditions are covered, and their behavioural effects

Other more common conditions that may influence behaviour include: orthopaedic pain, soft tissue injury, epilepsy, a wide variety of diseases and a very common one, is allergies.

As a Canine First Aid instructor (I am qualified to teach adults PTTLs), I have a knowledge of how to assess signs of ill health such as changes in behaviour (aggression, avoidance, depressed, lethargic) observation of mucus membranes, capillary refill time, changes in coat/skin condition, weight etc. which can all be signs of potential ill health.

Gastro-intestinal issues can be a common problem and may be caused by blockages, irritation, inflammation etc. which may manifest as dogs licking surfaces, Excessive Licking of Surfaces (ELS) refers to licking of objects and surfaces in excessive duration, frequency, or intensity as compared with that required for exploration - Becuwe-Bonnet et.al 2012.

There are behaviour-based pain assessments, such as the Glasgow Composite Measure Pain Scale, that take into several parameters including demeanour, response to people, posture, mobility etc.

There are also guides provided to vets such as 'WSAVA GUIDELINES FOR RECOGNITION, ASSESSMENT AND TREATMENT OF PAIN'.

K16 - See K15 above.

From my studies - The interaction between health and behaviour problems plays an important role in veterinary behaviour medicine. Physical problems, such as pain (Barcelos et al., 2015) or gastrointestinal problems (Bécuwe-Bonnet et al., 2012) have been shown to be linked to behaviour problems. MB DUBE Et.al 2017 in the review of their data gathered from 3,646 people concluded that health problems should be considered when diagnosing behaviour problems in dogs.

Mills Et.al in his paper 'Pain and Problem Behaviour in Cats and Dogs 2020' concluded that "it is better for veterinarians to treat suspected pain first rather than consider its significance only when the animal does not respond to behaviour therapy".

'Noise Sensitivities in Dogs: An Exploration of Signs in Dogs with and without Musculoskeletal Pain Using Qualitative Content Analysis', concluded "Veterinarians and behaviourists should carefully assess dogs with noise sensitivities for pain-related problems".

It is clear from my learning that health and behaviour are very much intertwined, this is easy to demonstrate in a person. When I am hurting or feeling unwell, I will behave differently to when I am feeling well. I may not be able to rest properly, which would make me irritable and reduce my thresholds for a reaction. I may become aggressive if hurting and avoid doing things that cause me pain or discomfort.

K17

See K15 and 16

It is clear from my studies, that there are a wide variety of behavioural consequences associated with medical disorders, so carefully observing the animal and carefully interviewing owners is important.

We also need to think about the bigger consequences, animals may be euthanised because of behavioural changes caused by medical/health conditions.

K18**See above K15, 16 and 17**

Gathering evidence and history can help rule in or out a medical component, this may include observations, but also diagnostic testing in the form of blood tests, pain trials - where pain medication is given for 7-10 days, and owners are asked to pay attention to the dog and note if there were any physical changes or changes in their behaviour. I did this with my own dog and his movement and tolerance towards my other dog improved dramatically.

In a webinar attended by Clinicians Brief called 'Aggression Update', they introduced me to the Socrates Mnemonic.

Site

Where does aggression occur (e.g., on the bed, on the couch, in the kitchen, in the backyard)?
Who or what is aggression directed toward?

Onset

When did aggression begin?
Was the onset sudden or gradual?
Were early warning signs (e.g., fear) observed in certain situations?
Did a traumatic event precede the onset of aggression?

Character

How does aggression manifest (e.g., barking, snarling, growling, lunging, snapping, nipping, biting)?
What type of injuries (if any) have been sustained?
How does the dog appear during the aggression episode? Body position and posture of the ears, eyes, mouth, and tail can help determine whether aggression is offensive or defensive in nature.
Does the dog bite once and then retreat, or does it continue to bite and hold until removed from the target?
Does the dog separate itself or is owner intervention necessary?
If owners must intervene, what type of injuries have been sustained (if any)?

Radiation

Does aggression extend to other circumstances?
Does aggression continue after the trigger or stimulus has been removed?
Does the dog redirect its behaviour to a human or another dog when aggressively aroused?

Associations

Is aggression associated with any events (e.g., a food bowl is present, another dog approaches the owner, visitors are present)?

Time course/pattern

Does aggression follow a pattern (e.g., only at night, after a prolonged absence of the owner, when visitors are present)?

Exacerbating or relieving factors

What measures have been taken to mitigate aggression?
Have other training methods been previously used?
Have any medications, supplements, nutraceuticals, pheromones, or over-the-counter products

been used?

Which interventions have helped or exacerbated aggression?

Severity

According to the owner, how severe is the dog's aggression on a scale of 1 to 10? (This scale can help gauge the severity of aggression and determine the likelihood the owner will euthanise or rehome the dog. Bite severity can also be classified using an available bite scale.

and recommended the following: -

"A primary clinical disorder that could contribute to or cause aggression should also be ruled out, as increased patient irritability can lead to or increase the likelihood of behavior disorders, even when no clinical underpinning is evident. A physical examination (including orthopedic and neurologic evaluation), CBC, serum chemistry profile, and urinalysis should be performed and followed by further testing (e.g., imaging, endocrine testing) as indicated by initial diagnostics. After clinical disorders have been ruled out or appropriately treated, the behavior disorder can be addressed with a comprehensive treatment plan".

K19

The Academy promoted a high standard of knowledge of both animal learning and its practical application, it covered not only training, but also how to identify and resolve behaviour problems and things to consider in our diagnosis, differentials such as pain and disease.

There were specific modules

Psychotropic Medications

- Acute versus longer term drugs
- Modes of action of TCA and SSRI classes Most commonly used meds
- Veterinary behaviour resources
- Our role as trainers

which provided a good foundation on the use of Psychopharmacology SSRI, TCA's, MAOI, etc there mode of operation, limitations, potential side effects etc. as an adjunct to the behaviour modification programme. An example of this is serotonin syndrome, where the body has too much serotonin, usually because of medications/supplements when used in conjunction with each other which may cause a number of side effects.

The course with EP2 had a module specifically on pharmacology:

Pharmacology

- The classes and types of veterinary drugs
- Different ways that drugs act on the body
- The ways that drugs can impact upon canine behaviour
- Some common medical disorders and the ways that these can influence the behaviour of a dog

In 2019, a paper was released by Chutter.M et.al Efficacy of Fluoxetine for canine behavioural disorders, however as Fluoxetine was not used without behaviour modification, so it could not rule out that the improvements seen may have been solely because of the b-mod.

The EP5 course had modules on Pharmacology and complementary products. It covered the use of dosages, contra-indications etc.

This is a fast-moving field, for example, Fluoxetine was not licenced for use with dogs, but has now been given approval and is sold as Reconcile. You can also check if a product is licensed by going to the Gov website using the Veterinary Medicines Directorate Service. Reconcile is approved for use in dogs with separation anxiety but can be used “off-label” under the direction of a vet for other behavioural conditions, such as non-specific anxiety.

So, taking Fluoxetine as an example this is a Selective Serotonin Reuptake Inhibitor (SSRI) which works by delaying the re-absorption of serotonin (a neurotransmitter) into the presynaptic nerve endings following its release by blocking the reuptake mechanism. This results in serotonin persisting for longer and thus enhances its effects.

Serotonin potentially has many functions, not just affecting mood and it is now understood that up to 90% of the body's serotonin is produced in the gut.

In a multi-day seminar I did with Dr Nick Dodman, he proposed that Fluoxetine may have several modes of action acting as both an Antagonist and Agonist and may possibly stimulate neurogenesis.

Serotonin can take several weeks to show any beneficial signs, and, in some cases, changes may not easily be observable and with my work with dogs has always been used in conjunction with behaviour modification.

The effects we are looking for, in simple terms, may be to help the animal ‘feel better’ and reduce aggression, anxiety and impulsivity.

When using products that increase serotonin, we must be aware of the potential for serotonin syndrome. This is taken from the VCA Hospitals and written by Catherine Barnette DVM *The clinical signs of serotonin syndrome may vary, depending on the particular drug that your dog ingested and the quantity that was ingested. Gastrointestinal signs, such as diarrhea, vomiting, and decreased appetite, are common due to the effects of serotonin on the gastrointestinal system. Affected dogs often have an elevated heart rate, muscle tremors, and/or muscle rigidity. They also may appear restless, panting and pacing with an agitated appearance. Alterations in mental state may be observed, such as disorientation or confusion. Severely affected dogs may also have seizures.*

We must also be mindful of supplements that may increase serotonin, especially when used in

conjunction with meds that increase serotonin in the body. This was the case with a dog I was working with, and the owner had been told by another dog owner about a product called Relax and Restore, this contains Tryptophan (precursor of serotonin) and so I asked them to discuss its use with their vet as they were also using Fluoxetine (SSRI).

K20

See K19

The course by EP2 had a module on the law and subsection of study was – ‘The Law Regarding Behavioural Treatment of Animals, and how this relates to the Veterinary Legislation’.

There are three key pieces of legislation:

The Veterinary Surgeons act 1966 makes it clear that prescribing a medicine is an act of veterinary surgery and that therefore, with a few exceptions, only a vet can make that decision.

The Veterinary Medicines Regulations 2013 covers how medicines are classified, authorised, sold, supplied, by whom and to whom, and so on.

Missuse of Drugs Act 1971 covers “Controlled Drugs” (CDs) – those with significant potential for abuse.

It is clear that the ultimate decision and responsibility sits with the vet, however the CAB working in conjunction with a vet can help the vet with a diagnosis based on their observations, history etc. and can guide the vet to research and make suggestions based on their previous experiences and knowledge.

It is also important that people understand their responsibilities under the Animal Welfare Act 2006. For example, a lady in Northamptonshire was prosecuted for treating her own cat with honey for a wound it had sustained in a fight, the wound became infected and the cat had to have its leg amputated. She was prosecuted for causing unnecessary pain and suffering through her attempts to diagnose and treat her cat.

Some of the ethical considerations of using a psychopharmacological intervention, revolve around several factors, such as, they generally need to be used in conjunction with behaviour modification, often the owner who is reluctant to use medications with their dogs for fear that it will turn them into some kind of Zombie. This can be addressed through education, but we must also consider the potential for side-effects and damage to the animal through long-term usage. For example, an MAOI Selegiline may cause agitation, disorientation, vomiting and diarrhea.

Briefly provide specific examples of how this learning demonstrates your Knowledge & Understanding

Over the past decade, at times, I have run over 15 classes per week covering all age groups from puppy to adult dogs. I am very conscious that in some classes, puppies are in a very sensitive

period of development. I am very careful that while their brains are strengthening and pruning neural pathways to ensure that their learning experience is one of safety and use experiences to capitalise on what is left of this period.

I also note for signs that the dog may be unwell, for example gait issues; I noticed a Sussex Spaniel in classes dragged its rear leg and bunny hopped around, on examination from the vet it became clear the dog has a neurological issue. Another example was a cross breed puppy that seemed to have exercise intolerance, sadly this dog had a heart condition and passed away several weeks after it being identified.

With my own dogs, over the years I have used medications, including psychopharmacological intervention using both Fluoxetine and Selegiline to support their behaviour modification and training.

With my Terrier, I was able to observe his behavioural changes, the changes started when he was around 4 years old. He would randomly become aggressive towards my other dogs, which coincided with other changes, which were: excessive stretching, slimy stools and gait changes (walking with stiff legs) this was reported to the vet and blood tests were carried out, these came back as unremarkable. At a similar time, he started to have seizures and the vets initially diagnosed idiopathic epilepsy and unfortunately the seizures were starting to become more frequent.

Because of my learning, they did not fit what I expected. The seizures would happen after periods of excitement and notable behaviour change, he also appeared conscious and aware and although looked confused, was able to respond to a cue (his name). After a year and following research, I came across CECS Canine Epileptoid Cramping Syndrome, at the time this was not as well-known as it is today, but we put him on a gluten-free diet and reduced stressful (exciting) situations and saw significant improvement in his behaviour.

Due to his coat become very oily with black lumps appearing on his skin, he was placed on an anti-histamine and Apoquel, following which the seizure activity dropped again from once every few months, to periods of 6 – 8 months or longer. At the same time his behaviour improved again, he became much more social to dogs and rarely guarded from our other dog and he now actively solicits social interactions etc. It did take several years to get to the bottom of his condition, but through perseverance, study, research and support from our vet, we were able to change his behaviour by addressing his health.

Example:

Approximately 2-year-old, male-neutered street dog

No history prior to coming to live with owners.

He had been seen by a vet prior to transport from Romania and been seen by a UK vet 2 days after arrival.

Dog had not been out of the garden for 18-months since arrival, dog was terrified of the lead and

would run and hide at the appearance of the lead. It would actively avoid the male owner, hiding if he came into the room.

The dog had been seen by a trainer who had started with EP5 training activities, but had not progressed, handing the case over to me.

Following a review and in conjunction with the vet, the dog was started on Fluoxetine in conjunction with management of the environment, education of the owners and activities that revolved around DS/CC, these included incremental plans for specific items, pattern games, free work, safe zones etc.

The vet was kept informed, after several months we had made significant progress with general confidence, he was exploring novelty (cautiously) however we were still stuck with the lead, we could bring it into the picture, but as soon as an attempt was made to reach for the collar with the lead in hand, the dog would run off and hide.

As part of the process, we had a follow-up review with the vet, discussing progress and I requested that we consider using medication to help us over the hump with the lead. It was agreed to use Gabapentin in conjunction with Fluoxetine, since this combination could augment the positive effects of both drugs and we did not want to limit learning which may have been the case had we used benzodiazepines. The purpose of the medication was to support the behaviour modification, breaking the process down into incremental steps.

The positive effects of the new medication also positively affected owner motivation. The behaviour change prior to this has been progressing a little too slowly and the owner was becoming frustrated and resistant. This combination of medication speeded up the behaviour change process and therefore broke through owner resistance.

The final result was that we were able to progress with the lead, getting the lead on and getting the dog out of the house for the first time. This case has now been handed over to a local trainer who is continuing to work with dog and owner building confidence and skills.

How did this Knowledge & Understanding change or improve your practice? Please ensure you provide examples/detail to support your answers.

This is one area of my work where I have changed more over the years; these days I request that clients visit their vet if they have a dog with behavioural issues, prior to consultation.

I have also added more health questions to my history questionnaire and have developed relationships with local vets. For example, I ask for the clinical history of the dog which may contain clues as to the dog's problem behaviour.

I am also much more likely to use video of the dog's problem behaviour, movement etc to assess problem behaviour with other professionals such as the vets.

Through personal experience and working with clients, I am much more likely to consider the benefits of psychopharmacology and Pharmacology generally.

Part of my review process is a CED check, is the client doing what I have asked, are they doing it correctly and if they are and we are not seeing improvement, then have I missed something in my diagnosis of the problem behaviour.

APEL Reflective Accounts Form (for ABT and CAB roles)

Please use this form to record written reflective accounts on all learning and training that you are submitting for APEL and how it relates to the Knowledge & Understanding (e.g. Animal Health and Welfare) sections of the standards. This is set out in the APEL Guidelines, as evidence types A, B, C, and D.

Please be aware that specific examples - and detail - in response to the questions below will allow you to demonstrate your knowledge and understanding much more clearly for Assessors than generic statements.

Use one form for each Knowledge & Understanding section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate E*

Knowledge section/ Knowledge & Understanding number(s): **Section 5 Clinical Procedures Elements 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30**

What was the nature of the learning?

1. Education Provider 1 (EP1) – Type A – This was a 2-year distance learning and tutor supported course, the course is split into four modules: Freshman, Sophomore, Senior and the Final Exam. Each module had to be completed within 6 months of starting. Each module had a knowledge and practical exam that you had to pass before you could move on to the next module. If you failed any module twice, you would fail the course.
2. Education Provider 2 (EP2)– Type A – This is an ABTC recognised course, the course is based on distance learning and is tutor supported.
3. Education Provider 7 (EP7) BTEC Interactive Management Skills (Level 5) – Type A – in-person course held to develop my management and coaching skills and knowledge.
4. Education Provider 8 (EP8) - Type A - Preparing to Teach in the Lifelong Learning Sector PTTLs – In-person and assessed.
5. Education Provider 9 (EP9) – Type A - Accident investigation – 4 day In person course
6. Professional qualifications, accreditations, CPD and experience. I have been studying since 2010 and have attended a significant number of courses and webinars that have along

with reading books and research papers, listening to podcasts etc. and my personal experiences that have supported or built on my core courses and are relevant to this section.

Why did you choose to undertake this learning?

1. EP1: I was looking for a course that was science-led by a well-respected person that I had heard of. I had previously read a book by EP1 and was recommended the course by Dr Ian Dunbar, who at the time, did not have his own course running.

When I researched this course, the content appeared to be superior to many other distance learning courses that I had come across in the UK. The course has a large and comprehensive curriculum, that is both theoretical and practical.

I had also discussed this course with others I knew who were currently studying with EP1, this included current ABTC members who are CAB's VB's and ATl's and they had nothing but compliments for the course and highly recommended it.

This course is described as a University Level Training Course, and it is recognised as one of the leading courses in the US.

The course also has specific modules on fear and aggression, separation anxiety, canine compulsive disorders etc.

2. EP2 - I started this course to have a UK based qualification that was recognised by the ABTC and would support my original aim of becoming an AAB and now a CAB. The course also covers UK specific areas such as law and animal welfare, along with more detail on some of the areas not covered in such depth in my previous courses and so this course complemented them well.

I also liked that the course was driven by self-study alongside course material. This meant I had to do a considerable amount of research for each answer and although the qualification was aimed at level 5, I feel I went above and beyond in my research for each module; with extensive reading and referencing and consideration of its practical application. My learning required me to apply and hone my critical thinking skills and to be aware of my biases. In each module I researched and considered the quality of the studies selected, whether they had been peer reviewed, repeated, etc.

This course is also promoted alongside the EP2 Graduate Diploma, and much of the material from the Advanced Diploma is not repeated in the course so I have taken the liberty of assuming the material not repeated probably meets the ABTC CAB standard.

3. EP7 - BTEC Interactive Management Skills – Type A – in-person course held to develop my management and coaching skills and knowledge.

I did this course as part of my role, it had large sections on coaching, people management, process management, people engagement etc. and was a requirement for my role as a Station Commander (managing up to 80 staff).

4. EP8 - Type A - Preparing to Teach in the Lifelong Learning Sector PTTLs – In-person and assessed. As my previous role for over a decade and it was a requirement to have a teaching qualification to be a member of the Training School.
5. EP9 – Type A - Accident investigation – 4 day In-person course. As an officer in the Fire and Rescue Service I had to be able to investigate and critically evaluate, both accidents and fire scenes. This covered critical evaluation of evidence, establishing timelines etc. This course was provided as CPD as part of my role.
6. Professional qualifications, accreditations, CPD and experience. I have been studying since 2010 and have attended a significant number of courses, webinars, reading and personal experience that has supported or built on my core courses. I choose my CPD to either supplement and broaden my knowledge of a certain area where I feel it may be weaker, or to support and go deeper with what I have already learnt or is relevant to my practice. For example, Michael Shikashio's Aggression in Dogs course. Books I read can be for either purpose, but also for reference when working. My aim with all my CPD is to keep building on, refreshing, and keeping up to date with my knowledge, by following people like Professor Daniel Mills, The Clinicians Brief, Sarah Whiteheads Inner Circle etc.

How is your learning relevant to the Knowledge & Understanding?

The courses I have listed are relevant as they cover all the elements of The Clinical Procedures K21 to K30, and in addition supported with my CPD, which I believe meets the knowledge requirement asked for by ABTC to be recognised as a CAB. Please see the syllabus for each course as evidence of the exact course content.

Over my reflective statements I have, at times, given case examples to demonstrate the evolution of my knowledge and understanding and critical thinking skills. Where appropriate I have discussed and checked these cases with an ABTC accredited Veterinary Behaviourist, who is one of my mentors.

The EP1 Course, had modules covering both Behaviour problems and Fear and Aggression, each module was very thorough and would take around 6 months to complete.

In the Fear and Aggression section, we studied fear, how evolution predisposes to fear, how genetics, maternal behaviour, early environment, learning (bad experiences) etc. are mechanisms through which fear can develop and its function etc. The course looked at specific types of fear common to dogs, for example sound sensitivity, object/context/situation, separation issues and social fears. It also looked in depth at Dog-Dog aggression, Dog – Human aggression etc.

All of the modules provided information on how to identify, evaluate and work with problem behaviours. For example, we had scoring sheets to monitor dog body language during social interactions and this would allow us to measure improvements and identify if problems were likely etc. Other ways of identifying and evaluating the contributing factors, was through observation and history gathering. Factors could include social development, training techniques employed, relationship between the person and the animal, breed type and breed function.

However, we must always be mindful that a guardian breed such as a mastiff may be more likely to demonstrate some behaviours associated with the breed function (wary of strangers) but this is not a certainty.

We were taught to use observable behaviour that could be described and measured to gather information and make assessments. The importance of open questions when gathering information, very broadly, who, what, where, when, and how type questions.

The EP1 course was very much about critical thinking, how to question and gather information and to constantly challenge ourselves to question, not only to find out and uncover evidence of predisposing, initiating and maintenance factors for a problem behavior, but also the wider evidence, research and information in the dog world.

The EP2 course is self-lead, tutor supported learning and so the research I did was often over and above what was required to pass the modules.

The EP2 Course has modules on:

Behavioural Diagnostics

- The many possible causes of a particular behavioural problem (root causes of behaviour)
- Environment, nature, nurture, pharmacological, physiological causes, and how more than one of these could be the cause of a problem
- How we can diagnose the cause of behaviour, by asking questions and analysing the situation
- Drawing on knowledge gained from the previous modules to discuss all the possible reasons why a dog is behaving in a certain way
- Designing history sheets to use during client consultations

Case Studies

- Analysis of case studies to pull together all the knowledge gained throughout the course.
- The examination of ten different behavioural problem case studies
- Suggesting how you would go about assessing and solving the problems
- Demonstrating knowledge of all factors that might affect canine behaviour, including learning, genetics, and biological and environmental factors
- Suggestions for solving problem behaviour
- Production of professional reports and letters to clients and veterinary professionals

The syllabus was written for the ABTC standard, so my study will have been relevant and the case studies at the end were to show my understanding and application of the knowledge I had gained through the course.

As well as various conferences, webinars etc. My CPD has also included several webinars which introduced me to the various tools Education Provider 15 uses to measure and score behaviour. Such as The Positive and Negative Activation Scale (PANAS) which can be used for “high risk behaviour problems” and the Canine Frustration Questionnaire (CFQ) which again can be used for a variety of reasons “as a clinical tool when assessing the likely contribution of frustration tendencies in dogs with behaviour problems”.

Education Provider 17 (EP17) in her course, introduced her Functional Assessment which can be used to identify and modify problem behaviours and why we should describe, rather than label behaviour. In this course we identified and used the terminology, distant and immediate antecedents. Distant being things like health and wellness, immediate may be a hand reaching towards the animal.

I completed a two-day course with Dr Muriel Brasseur ‘Abnormal Repetitive Behaviours’, where we were given information on how to identify “Repetitive or sustained, apparently abnormal behaviours performed out of context (but not linked to an identifiable pathology)...” (Luescher 2009).

“Repetitive, stereotypic motor, locomotor, grooming, ingestive, or hallucinogenic behaviours that occur out of context to their ‘normal’ occurrence or in a frequency or duration that is in excess of that required to accomplish the ostensible goal.” (Overall 2013)

And work with Abnormal Repetitive Behaviours in Dogs and Cats: A Guide for Practitioners (Valarie V. Tynes, DVMa, Leslie Sinn, DVM, CPDT-KAb,c 2014)

In the Aggression in Dogs Master course, we looked at how to identify differentials, and maintaining factors and how to measure and describe these.

There has also been a recent paper published in 2020, Titled ‘Developing Diagnostic Frameworks in Veterinary Behavioral Medicine: Disambiguating Separation Related Problems in Dogs’

Luciana S. et.al.

The paper listed many behaviour signs consistently contributing to the variation seen in the presentation of separation related problems, such as urination, destructive behaviour etc.

K22

See K21, this was covered extensively in both my EP1 and EP2 Courses.

Application of Theory

- The way we interact when dealing with dogs, and how our own behaviour can potentially influence theirs
- Fear and how to deal with it
- Aggression and why it might occur and how to deal with it
- The scientific study of behaviour, including presenting reports, interpreting data and graphs
- Carrying out an observational study of your own on canine behaviour
- Analysing different methods of dealing with a behavioural problem to determine the likely success of different approaches

I learnt about ethology, while studying for both courses.

Ethology being the scientific and objective study of animal behaviour – The most notable ethologists were Dr Konrad Lorenz and Niko Tinbergen, who between them came up with discoveries, for example imprinting and fixed action patterns.

It is important to understand that many behaviours that animals perform are perfectly normal and adaptive to give them the best chance of survival and reproductive success, but many pet owners consider them a problem. For example, caching food or preparing to sleep by roughing up a floor.

In addition, I have completed additional reading and study in the form of webinars/TED talks and reading with Kim Brophy, who has authored the book – *'Meet Your Dog'*, and this is where I was introduced to the LEGS model to explain where behaviour may stem from.

L – learning E- environment G- genetics S – the self

Kim also provided content in her applied ethology content in Michael Shikashio's 'Aggression in Dogs Master Course', which I completed as CPD.

K23

The EP1 course had large modules on Client Counselling, and this included working with families, relationships etc and has included several additional webinars, which include: working with families, working with cognitive disabilities, dealing with euthanasia in behaviour practice etc.

We looked at the process of building inter-personal relationships, from initial stages to the termination stages, which is relevant as working with clients is very much about building relationships.

Through my study for EP2 and CPD I have learned about human Psychology, this included how attitudes influence our behaviour and why it is important for understanding and working with clients.

Attitude is a key principle; I learnt that psychologists define attitudes as “learned tendency to evaluate things in a certain way”. I learned about how attitudes are formed (social factors, learning, experience etc.) how they impact behaviour under certain conditions and how we may change them to match behaviour, for example cognitive dissonance etc.

A useful book I have read as part of my studies, which really emphasised the importance of relationships, listening and empathy was *‘The Human Half of Dog Training’* by Rise Van Fleet.

Through personal experience and CPD/self- study I have learnt about grief and bereavement, not only at the loss of animals, but working as a firefighter for many years where I was regularly exposed to loss, traumatic death, families in grief. I was given extensive training on how to deal with this and what I could expect, for example the stages of grief. I am aware there are other models, but the one I am familiar with is: denial, anger, bargaining, depression, and acceptance.

K24

Both the EP1 and EP2 courses placed a major emphasis on K24 to K30 and in depth, see both syllabuses, examples of which are below.

The EP1 course (NH1), includes significant input on client counselling and coaching, how to facilitate and maintain behaviour change through the use of language, measuring, creating relationships, follow-ups etc.

Again, much of the EP2 is written to meet the CAB standard in conjunction with the Gdip, this is not repeated in the aims of the Level-6 course, so I have taken the liberty of assuming this probably meet the criteria, in conjunction with many other course I have taken in the same areas. For example:

- Maintaining a professional image when dealing with clients and the veterinary profession when working as a behaviourist
- The importance of excellent communication skills
- Dealing with clients, using tact or sympathy when dealing with clients and difficult situations
- Designing promotional material
- Writing letters to veterinary professionals

BTEC Interactive Management Skills (NH19) – EP7 and EP8 - Preparing to Teach in the Lifelong Learning Sector PTTL (NH 20). I have included these separately, as they demonstrate my broader knowledge of working with and coaching people, which required knowledge and understanding, good communication and coaching skills and were necessary to perform my role as a Station Commander, Fire Incident Commander and Training Instructor.

K25

See K24 – above

In addition to my courses, my experience of adapting for Covid and lockdown resulted in me using Zoom for both training and behaviour consults. I have started to use other media, including WhatsApp and I make much more use of video coaching in my day-to-day practice.

In my day to day work I often liaise with other professionals, including vets, vet behaviourists, other trainers, groomers, dog-walkers etc.

K26

See K24 and 25

K27

See K24, 25 & 26

The client counselling section of the EP1 and the EP2 cover this in their relevant sections. This is also supported by the BTECH, PTTLs and my experience of working in the sector since 2010.

It is important to consider referral, an example of where I often refer is where there are separation issues and with so many people who specialise in this area, it makes sense to refer on if needed, this may be because of the way the behaviour is presenting, self-injury etc. I will also refer to vet behaviourists when I feel this is beneficial too, maybe for meds, health issues etc and where possible I work in conjunction with the VB as part of the vet led team helping the dog.

K28

In addition to the areas covered above by the EP1 – EP2, I have included my training as an Accident Investigator, being able to gather evidence through multiple sources, developing timelines and to be able to critically evaluate the evidence. This was a requirement of the course and the role I undertook. However, this also transfers well into behaviour work, where I gather information about the animal, and critically evaluate it. I do this to provide information for a risk assessment and the initial diagnosis, drawing upon pre-disposing factors, maintaining factors, differentials and this also provides information for the behaviour modification plan.

K29

Construction and delivery of treatment plans is a key element of the EP1 course and is also covered in the EP2 course.

This can be evidenced in many areas of both courses, for example the Case Studies section of the EP2.

Case Studies

- Analysis of case studies to pull together all the knowledge gained throughout the course
- The examination of ten different behavioural problem case studies
- Suggesting how you would go about assessing and solving the problems
- Demonstrating knowledge of all factors that might affect canine behaviour, including learning, genetics, and biological and environmental factors

- Suggestions for solving problem behaviour
- Production of professional reports and letters to clients and veterinary professionals

Depending on the behavioural disorder identified, it may be that it requires medical intervention alone or in conjunction with a structured plan, of DS/CC or possibly using DRO or DRI. The plan would have an ethical component, using the Humane Hierarchy and LIMA principles as a guide and in-line with the ABTC guidance documents.

As part of the plan, we would have observable criteria to guide us as to when to make changes to the plan, identify goals; immediate and longer term. The mantra, Think-Plan-Do-Review is useful in my day-to-day work with dogs.

K30

As above,

All the courses I have listed in this section, result at some point, in reviewing progress and where further action may be necessary, this may be by scheduled follow-up, ongoing feedback, data tracking etc.

EP1 uses the CED model, which is Compliance, Execution and Diagnosis and another, may use functional assessment to identify further action.

To encourage compliance especially over extended periods, may require setting smaller realistic goals, managing expectations, regular contact. SMART is a very common mnemonic Specific, Measurable, Achievable, Realistic and Timely, that can help keep people on track when goal setting.

Briefly provide specific examples of how this learning demonstrates your Knowledge & Understanding

In all of my reflective statements I have given examples where I demonstrate the required Knowledge and Understanding for this section.

I have also chosen this example below, as it required understanding of ethology and learning theory to be successful. It needed an understanding of what the client had already been through, building professional relationships, especially with the husband. It required listening to the clients, empathy and building trust.

I used various methods for communication, in-person and electronic. I sent reports and liaised with vets, it was easier to work with the vets as I hold classes at the practice, and they know me and we can discuss cases, often face to face.

The case required good client compliance with lots of coaching and the work has continued for many months and so required support to keep them motivated.

Example:

- 6 year-old – male - Cocker Spaniel
- Has lived with one other dog without issue since a puppy, but recently getting “spikey”.
- Generally ignored other dogs on walks, more interested in hunting, will bark at some people and some dogs. Behaviour had generally been deteriorating over time.
- Owners, over several years have involved numerous trainers and behaviourists to improve the older dog’s behaviour. His breeder used physical punishment (pinning and hard lead checks) and under the direction of another trainer who recommended use of a rattle-can; a gundog trainer recommended reward-based methods; and finally a Tellington Touch® practitioner (recommended body wraps and t-touch massage)
- Late August 2021 new male puppy joins household and all going well.
- Several weeks after puppy’s arrival, older dog attacked new puppy, resulting in a bite to the puppy’s face.
- Owner employed behaviourist to assist after incident, behaviourist employed rank reduction methods that the owners’ thought was working well.
- Older dog attacked puppy again, resulting in a fractured jaw to the new puppy.
- Oct/Nov 2021 Female owner attended and completed one of my puppy classes after the puppy had recovered from the initial attack and injury
- Nov 2021 Owner decided to seek further help after 2nd attack and found an ABTC registered behaviourist by internet search. The behaviourist carried out a remote consult in Dec 2021, with last correspondence Jan 2023
- Dog was seen by vet for potential health issues, it had been reported that it had on-off lameness over last year
- Owner started further classes with me (Fun Agility) with their younger dog, May - September 2022

It was during 2022 and after working together in classes for several months, the female owner asked if I would potentially work with them and help with their older dog, but her husband had become a little wary of trainers/behaviourists after their recent experiences and significant expenditure. To help build a relationship, I asked if he could attend classes with the female owner and meet me.

He came along to several classes, where he witnessed me working my own dog, interacting with my clients and their dogs etc. and due to the nature of the Fun Agility classes (there were times when we chatted) it allowed him to get to know me without any pressure, and build a relationship.

During our conversations, I had impressed on them that health conditions can affect behaviour and even though he had been checked by a vet, he seemed from what they were saying, to suffer from regular GI issues. I explained that it was best practice to involve the vet, but as they had seen a vet in early 2022 for health checks, they were sceptical. I have a dog with GI issues, and he displays very similar signs to their older dog and so they agreed to go back to their vet and report this, the vet agreed to explore further, resulting in the dog being referred to a specialist vet. The

subsequent diagnosis : Mild-to-moderate, chronic, lymphoplasmacytic gastritis was reported in September 2022.

Around late-August, I was formally asked if I would work with them and started the process. I was conscious that they had probably completed several and possibly extensive history taking exercises and me asking them to complete another may be frustrating for them and I did not want to put them off before we started. This, I was trying to balance with not being influenced by other people's work too.

So as compromise, I asked to be sent information that had been provided to them by the behaviourist, after which we arranged a Zoom session where I could establish what they wanted to achieve with me, fill in any gaps in the information and bring me up to date and set expectations.

I was concerned that I would just be repeating much of what the other ABTC behaviourist had said, and so asked why they felt that working with me would be beneficial. They felt the ABTC behaviourist had been very thorough with information, but they had reached a point where they had plateaued and moving forward really wanted somebody more local to them that could support them in-person and put fresh eyes on the dogs.

We had our first session on Zoom in September 2022, but due to the clients having Covid and a family bereavement, we started working together in-person in Jan 2023.

My report was brief and to the point, covering what I wanted them to do, I did not want to put them off with pages and pages of text and we kept in regular contact using WhatsApp. I encouraged them to send me video, ask questions, share their success and I aim to offer positive reinforcement for them too, along with small achievable goals.

The owners' goals initially were re-building the relationship between the dog and the female owner. She had lost confidence with the dog and felt guilty about all the things they had put him through trying to 'fix him' and she would love to be able to walk the dogs together again and walk together as a couple. They were currently walking each dog separately from the other, with the male owner taking out the older dog and the female owner the puppy.

When discussing their goals, we included a discussion around managing expectations, which after their previous experiences with others, were much more realistic.

Some techniques we introduced were training in proximity to each other, but with stairgates between them, with the layout of the house, this was much easier to achieve. The aim of this was to create an association that 'good stuff' happens when the puppy is present and for the female owner to start repairing her relationship with the older dog through the activity.

In addition, as the undesirable behaviours had occurred around physical resources and could include good scents on the ground, initially I asked them to start walking the older dog on a

regular route, once they returned with the older dog, they would then take the dogs out together, but with significant space between them. My rationale was that by pre-walking the route, the older dog had the chance to take in the novel scents and smell without the younger one present, then by walking the same route again, immediately on return, the other younger dog could start to become part of the picture with the older dog less interested in the environment.

This was progressed over time, gradually reducing distances, increasing time between walks, varying locations and now all the family dogs can be walked together by one owner, in novel environments and without constant tension.

The owners were very compliant to my instructions and we exceeded our initial expectations.

The latest message came on the 24.04.23 with a picture of all three dogs together on a walk that said "A sight I never thought I'd see again..... thank you!!"

How did this Knowledge & Understanding change or improve your practice? Please ensure you provide examples/detail to support your answers.

I am constantly trying new ways to improve client compliance, most recently using WhatsApp and video messages.

I look for sticky scripts and analogies that I can use to help clients understand, for example I worked with a lady whose first language was not English, we discussed how confusing and frustrating it can be when you don't understand what is being asked of you and then gave the example of her dog that was confused and did not understand what she wanted.

My reports are constantly evolving, and I have become better at writing what I want the client to do in as few words as I can. However, I am sure I can be better at this and am always looking for ways to improve compliance and not burying the key information in lots of text.

I also ask vets how they would like my report - some like detail and others prefer the report to be as concise as possible.

Part of my review process is a CED check, which breaks down into; is the client doing what I have asked, are they doing it correctly and if they are and we are not seeing improvement, have I missed something in my diagnosis of the problem behaviour.

APEL Reflective Accounts Form (for ABT and CAB roles)

Please use this form to record written reflective accounts on all learning and training that you are submitting for APEL and how it relates to the Knowledge & Understanding (e.g. Animal Health and Welfare) sections of the standards. This is set out in the APEL Guidelines, as evidence types A, B, C, and D.

Please be aware that specific examples - and detail - in response to the questions below will allow you to demonstrate your knowledge and understanding much more clearly for Assessors than generic statements.

Use one form for each Knowledge & Understanding section, making sure you do not include any information that might identify a specific client, service user, colleague or other individuals.

Name: *Exemplar Candidate E*

Knowledge section/ Knowledge & Understanding number(s): **Section 6 Law and Ethics
Elements 31, 32 and 33**

What was the nature of the learning?

1. Education Provider 2 (EP2) – Type A – This is an ABTC recognised course, the course is based on distance learning and is tutor supported.
2. Education Provider 7 (EP7) BTEC Interactive Management Skills – Type A – in-person course held to develop my management and coaching skills and knowledge.
3. Education Provider 16 (EP16) – Type B – in-person and online Law course.
4. NEBOSH General Certificate in Health and Safety – Type A – In-person help over several weeks with theoretical and practical input. With a final theory and practical exam. This is a nationally recognised Health and Safety qualification and included large sections on risk assessment and law.
5. Education Provider 3 (EP3) – Type A – This was a short course developed by EP3 – The course was completed online and was 7 weeks long. The course was a mixture of reading, self-study and video lessons. Each module had quizzes that had to be completed to pass the course.

6. Professional qualifications, accreditations, CPD and experience. I have been studying since 2010 and have attended a significant number of courses and webinars along with reading and personal experience that have supported or built on my core courses and are relevant to the Law and Ethics section, for example EP16.

Why did you choose to undertake this learning?

1. EP2 - I started this course to have a UK based qualification that was recognised by the ABTC and would support my original aim of becoming an AAB and now a CAB. The course also covers UK specific areas such as law and animal welfare, along with more detail on some of the areas not covered in such depth in my previous courses and so this course complemented them well.

I also liked that the course was driven by self-study alongside course material. This meant I had to do a considerable amount of research for each answer and although the qualification was aimed at level 5, I feel I went above and beyond in my research for each module; with extensive reading and referencing and consideration of its practical application. My learning required me to apply and hone my critical thinking skills and to be aware of my biases. In each module I researched and considered the quality of the studies selected, whether they had been peer reviewed, repeated, etc.

This course is also promoted alongside the EP2 Graduate Diploma, and much of the material from the Advanced Diploma is not repeated in the course so I have taken the liberty of assuming the material not repeated probably meets the ABTC CAB standard.

The course also has modules that included Law and Ethics.

2. EP7 - BTEC Interactive Management Skills – Type A – in-person course held to develop my management and coaching skills and knowledge. I did this course as part of my role, it had large sections on coaching, people management, process management, employment law etc and was a requirement for the role.
3. EP16 Dog Law seminar – I did this course as it was a well-known and respected course that covered the key laws around dog ownership. At the time I attended, there were other laws and guidance documents being released and I wanted to know more about what I could and could not do around Covid legislation and the guidance documents produced by the CFSG.
4. NEBOSH General Certificate in Health and Safety – This is a nationally recognised Health and Safety qualification and included large sections on risk assessment and law. This was required for my role as a Station and Incident Commander.

5. EP3 – This was a modular course, and my aim was to get a better understanding of Animal Welfare and law in both pet and farm animals. There were specific sections on cats and dogs, which are the species I am most likely to come across in my day-to-day activity.
6. I choose my CPD to either supplement and broaden my knowledge of a certain area where I feel it may be weaker, or to support and go deeper with what I have already learnt or is relevant to my practice.

In addition, my experience as a Station Commander and running my own business with employees/sub-contractors involved knowing employment law, health and safety law, GDPR etc.

How is your learning relevant to the Knowledge & Understanding?

The courses I have listed are relevant as they cover all the elements of Law and Ethics K31 to K33, and in addition, supported with my CPD, which I believe meets the knowledge requirements asked for by ABTC to be recognised as a CAB. Please see the syllabus for each course as evidence of the exact course content.

Over my reflective statements I have, at times, given case examples to demonstrate the evolution of my knowledge and understanding and critical thinking skills. Where appropriate I have discussed and checked these cases with an ABTC accredited Veterinary Behaviourist, who is one of my mentors.

K31

The EP2 course is self-led, tutor supported learning and so the research I did was often over and above what was required to pass the modules.

The EP2 Course has modules on:

The Law

- Legislation affects anyone working with dogs and their owners
- The legal position and the laws that affect canines and those working with them
- Includes the Dangerous Dogs Act, Control of Dogs, Animal Welfare Act
- Responsibility for animals in your care
- The law regarding behavioural treatment of animals, and how this relates to the Veterinary legislation

The syllabus was written to meet ABTC standards, so my study will have been relevant and there were elements of other sections that were relevant. For example, case studies at the end were to show my understanding and application of the knowledge I had gained.

It is important to keep up to date with the latest laws and legislation.

For example, there are laws that affect the UK and others are more regional, so it is important to know the laws for your location - e.g.: Animal Welfare (Electronic Collars) (Wales) Regulations 2010 do not apply to whole of the UK and in 2021, the Government of the UK published the Action Plan for Animal Welfare in response to Brexit, this includes Improving Welfare for Pets; Protecting Wild Animals; Protecting Animals Abroad and Improving Welfare for Farmed Animals. This also includes The Animal Welfare Sentience Bill.

Outside of the law, the RCVS has recently carried out the start of a project to bring paraprofessionals under the banner of the RCVS and this would potentially include dog trainers, Clinical Animal Behaviourists, massage therapists etc.

The EP16 Dog Law Course; was more a CPD event, but through Covid introduced me to the Canine Feline Sector Group (CFSG).

K32 - See K31

This was covered in my EP2 Courses and the courses that I completed as a Manager in the Fire and Rescue Service (NEBOSH, BTEC etc). Being responsible for 80 staff members, while operating in the FRS and running my own business for over a decade. I have had to understand and make decisions around employment law, preparing contracts of employment, engagement of and with staff, disciplining staff members etc.

I was expected to carry-out risk assessments for activities and so I qualified with the NEBOSH qualification, which is relevant to business and also assessing risk with dogs that I work with. I identify hazards, likelihood, and control measures to mitigate. For example, if a dog bites visitors when they enter the home, to mitigate this I would consider a remote consult or if in-person make sure the dog was muzzled before I entered the house, that the owners used two leads on the dog and the dog was behind a secure door.

When working with clients in-person, we have to risk assess our workplace, which could be a home or field etc., we have to identify risks to not only to ourselves and our clients, but we also have a duty of care to anyone we come into contact with.

Running my own business, I must comply with UK GDPR which is tailored by the Data Protection Act 2018, this is relevant not only to the broader business, but the work I do with clients and what I would do as a CAB.

I am required to take, keep and sometimes share client information with others, take online payments, market products or services provided etc. I have read the online guides and completed the self-assessment tools that are provided by the Information Commissioners Office and pay the annual fee as required.

K33 - See K31

Through my study for EP2 experience and CPD I have learnt about various ethical guidelines.

During my studies, I referenced and studied books, such as 'Animal Rights and Human Wrongs' by Sid Jenkins and 'Animal Welfare Law in Britain' – by Radford.

One element of the course involved creating my own study – Carrying out an observational study on canine behaviour.

While preparing for the EP2 project, I researched ethical guidelines for using animals in research. My personal study has led me to The Royal Society and its research ethics. Through additional study I came across a paper published the Journal Animal Behaviour – 'Guidelines for the Treatment of Animals in Behavioural Research and Teaching (2020)' and the Animal Research: 'Reporting In Vivo Experiments (ARRIVE) Guidelines' which are recommended by the Royal Society. It is clearly important to understand these guidelines when and if animals are used in research.

However, we also have ethical guidelines adopted by ABTC for working with animals and implementing behaviour change. The ABTC have adopted the 'Least Intrusive Minimally Aversive' (LIMA) and the Humane Hierarchy to be guiding principles.

The EP3 course considered guidelines related to the use of animals, "This course focuses on the science of animal welfare as well as highlighting the difference between evidence based and ethical points of view". And so is also relevant to the knowledge section.

Briefly provide specific examples of how this learning demonstrates your Knowledge & Understanding

When working with clients, whether 1-1 or in classes, I instruct them on key elements of the law. The most common law I find I am quoting is the Dangerous Dogs Act 1991 (amended 1997) and Section 3 of this Act. This is because many people do not recognise that the Act applies to them and their dog, not just the banned breeds.

Also, it is important to understand our position within veterinary medicine - I am there to provide information of what I have seen and anything I have gleaned from questioning and the animal's history, but it is not my place to diagnose or treat medical conditions. An example was the Spaniel from reflective log 5 - I highlighted areas that should be told to the vet and the vet then used this information to help their diagnosis.

From a risk assessment point of view, I carry out a risk assessment, whether written or committed to memory or informal notes, every time I start a class, I enter a property or work with a dog. This will include my safety, safety of the owners/clients, safety of other animals etc.

For example:

6-year-old Boxer

History of biting visitors

The risk assessment includes, bite history and severity, 2 points of safety, Muzzle and separate room. I wanted 2 points of safety to ensure if one fails (somebody opens the door) there is a backup (Muzzle).

Having had people work for me I have to be aware of employment law, for example, one sub-contractor had started working exclusively for me and in the eyes of the law this would make them an employee, rather than self-employed, as I had become their sole source of income and dictate the hours that they worked. I informed them that they must have their own insurance and be able to demonstrate other sources of income to remain as a self-employed, sub-contractor which they did by taking their own clients 1-1 under their business, as well as working for my company.

With GDPR I had to add a specific section to my website detailing the Privacy Policy, this includes:

Contents:

Summary

Our details

Information we collect when you visit our website

Information we collect when you contact us

Information we collect when you interact with our website

Information we collect when you place an order on our website

Our use of automated decision-making and profiling

How we collect or obtain information about you from third parties

Disclosure and additional uses of your information

How long we retain your information

How we secure your information

Transfers of your information outside the European Economic Area

Your rights in relation to your information

Your right to object to the processing of your information for certain purposes

Sensitive Personal Information

Changes to our Privacy Policy

How did this Knowledge & Understanding change or improve your practice? Please ensure you provide examples/detail to support your answers.

As I have been operating as a business since 2010, my aim is to not only to work to ethical guidelines with the animals I work with, TCBTS/ABTC code, LIMA, UK Law etc, but also to operate as an ethical and legitimate business. Over the years my learning has resulted in tweaks and changes, but it is difficult to be specific about a time or area of learning that changed how I operate.

In recent times, the best example would be practicing during the Covid Pandemic and operating under the CFSG guidelines. This resulted in very specific risk assessments and changes to how I operated in classes (social distancing etc) and in homes to comply with the law and my professional responsibilities.

