APEL Reflective Accounts Form Index for Clinical Animal Behaviourist – Level 6

Index:

It may be that you submit several documents/certificates/etc as well as Reflective Account Forms. If so, clear labelling and an index are essential parts of your submission. All documents should have a clear identification name.

All file names follow the following convention: A_CANDIDATE B_XX / RA_CANDIDATE B_XX

1. Evidence Type – RA (reflective account), A, B, C, D (as per below)

2. CANDIDATE B

3. Evidence/document number of that evidence type - XX

Other Documentation included:

1. Mapping document **File Name:** CANDIDATE B_Mapping

2. Application for APEL Assessment by ABTC **File Name:** CANDIDATE B ApplicationAPEL

Four types of evidence:

A. Module descriptors and related certificates showing you have completed relevant formal assessed learning.

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.

C. Self-directed learning, which may include reading you have done, leaflets or articles you have written, volunteer activities, life experiences, self-instruction, family responsibilities and hobbies.

D. Evidence of experience of the role, either through observation or participation in aspects of the role.

Document Name	Description	K&U section number	Type of Evidence
RA_CANDIDATE B_01	Animal Behaviour	1, 2, 3, 4, 5	RA: Reflective Account
RA_CANDIDATE B_02	Animal Health and Welfare	6, 7, 8	RA: Reflective Account
RA_CANDIDATE B_03	Animal Learning and Training	9, 10, 11, 12	RA: Reflective Account
RA_CANDIDATE B_04	The Interaction between Health and Behaviour	13, 14, 15, 16, 17, 18, 19, 20	RA: Reflective Account
RA_CANDIDATE B_05	Clinical Procedures	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	RA: Reflective Account
RA_CANDIDATE B_06	Law and ethics	31, 32, 33	RA: Reflective Account
RA_CANDIDATE B_07	Critical Analysis and Research	34, 35, 36	RA: Reflective Account
A_CANDIDATE B_01	Education Provider 1(EP1) BSc Hon (2.1) Zoology	1, 2, 3, 4, 5 6, 7, 8 9, 10, 11, 12 13, 14, 16 21, 22, 28 31, 32, 33 34, 35, 36	A – Degree Certificate
A_CANDIDATE B_02	EP1 BSc Hon (2.1) Zoology Transcript.	1, 2, 3, 4, 5 6, 7, 8 9, 10, 11, 12 13, 14, 16 21, 22, 28 31, 32, 33 34, 35, 36	A – Degree Transcript
A_CANDIDATE B_03	EP1 BSc Hon (2.1) Zoology Course Breakdown	1, 2, 3, 4, 5 6, 7, 8 9, 10, 11, 12 13, 14, 16 21, 22, 28	A – Course breakdown

Document Name	Description	K&U section number	Type of Evidence
		31, 32, 33 34, 35, 36	
A_CANDIDATE B_04	Education Provider 2 (EP2) MSc Distinction Equine Science.	1, 2, 3, 4, 5 6, 7, 8 9, 10, 11, 12 13, 14, 15, 16, 17, 18, 19, 20 21, 22, 27, 28, 29, 30 31, 32, 33 34, 35, 36	A – Degree Certificate
A_CANDIDATE B_05	EP2 MSc Distinction Equine Science Transcript.	1, 2, 3, 4, 5 6, 7, 8 9, 10, 11, 12 13, 14, 15, 16, 17, 18, 19, 20 21, 22, 27, 28, 29, 30 31, 32, 33 34, 35, 36	A – Degree Transcript/ Course breakdown
A_CANDIDATE B_06	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	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 34, 35, 36	A- Oral presentation of research
A_CANDIDATE B_07	Education Provider 3 (EP3) Higher Certificate in Training Delivery and Evaluation	23, 24, 25, 26	A – Certificate

Document Name	Description	K&U section number	Type of Evidence
A_CANDIDATE B_08	Education Provider 4 (EP4) Level 1 Certificate in Riding Horses, Horse Knowledge and Care	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,	A – Certificate
Document Name	**Description**	**K&U section number**	**Type of Evidence**
		27, 28, 29, 30 31, 32, 33	
A_CANDIDATE B_09	Education Provider 5 (EP5) Level 2 Award in Riding Horses, safely on the Public Highway	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	A – Certificate
A_CANDIDATE B_10	Education Provider 6 (EP6) Level 2 Award in The Principles of Horse Care	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	A – Certificate
A_CANDIDATE B_11	Education Provider 7 (EP7) Stage Two Rider Leader	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	A – Certificate

Document Name	Description	K&U section number	Type of Evidence
A_CANDIDATE B_12	Full 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	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 34, 35, 36	A - Conference Proceedings
A_CANDIDATE B_13	Educational Psychologist's Report	9, 10, 11, 12 21, 22, 23, 24, 25, 26,	A: Educational Psychologist's Report

Document Name	Description	K&U section number	Type of Evidence
		27, 28, 29, 30	
B_CANDIDATE B_01	Canine Body Language for Pet Professionals'	13, 14, 15, 16, 17, 18, 19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	B: Non-assessed courses
B_CANDIDATE B_02	Making Change Happen – Education Provider 8	13, 14, 15, 16, 17, 18, 19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	B: Non-assessed courses
C_CANDIDATE B_01	Horse Grimace Scale	13, 14, 15, 16, 17, 18, 19, 20 34, 35, 36	C: self-directed learning
C_CANDIDATE B_02	The Ridden Horse Pain Ethogram	13, 14, 15, 16, 17, 18, 19, 20 34, 35, 36	C: self-directed learning
C_CANDIDATE B_03	Animal Health and Welfare Act 2013	31, 32, 33	C: self-directed learning

Document Name	Description	K&U section number	Type of Evidence
D_CANDIDATE B_01	Work History (CV)	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 34, 35, 36	D: CV
D_CANDIDATE B_02	Initial consultation Video	6, 7, 8	D: Case video
D_CANDIDATE B_03	Redacted client documentation: Facial expressions	6, 7, 8 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_04	ISES 2019 Presentation	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,	D: PowerPoint

Document Name	Description	K&U section number	Type of Evidence
		27, 28, 29, 30 31, 32, 33 34, 35, 36	
D_CANDIDATE B_05	Redacted Training Plan for 'Focal point'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_06	Redacted Training Plan for 'Come to and follow target'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_07	Redacted Training Plan for 'Mat targets	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_08	Redacted client documentation: Learning theory (canine)	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports

		9, 10, 11, 12	D: Client Cases:
D_CANDIDATE B_09	Redacted Training Plan for 'Play'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_10	Redacted Training Plan for 'Protected contact'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_11	Redacted Training Plan for 'target Harness'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_12	Redacted Training Plan for 'separation'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_13	Redacted Training Plan for 'indoor elimination'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_14	Redacted Training Plan for 'consent-based petting'	9, 10, 11, 12 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_15	Redacted client documentation:	9, 10, 11, 12 21, 22, 23, 24, 25, 26,	D: Client Cases: written training plans/

Document Name	Description	K&U section number	Type of Evidence
	Learning theory and Redacted Training Plan for 'head shy horse	27, 28, 29, 30	reports
D_CANDIDATE B_16	Behavioural assessment for Veterinary referral	13, 14, 15, 16, 17, 18, 19, 20	D: Client Cases: written training plans/ reports
D_CANDIDATE B_17	Behavioural assessment for Veterinary referral	13, 14, 15, 16, 17, 18, 19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Client Cases: written training plans/ reports
D_CANDIDATE B_18	MSc Consent form for dissertation	13, 14, 15, 16, 17, 18, 19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 31, 32, 33	D: Consent form

D_CANDIDATE B_19	Consent form for volunteer work with the IHWT and use of horses for APBC assessment	13, 14, 15, 16, 17, 18, 19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 31, 32, 33	D: Consent form
D_CANDIDATE B_20	Owner video - assessment	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Video
D_CANDIDATE B_21	Owner video - assessment	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	D: Video
D_CANDIDATE B_22	Canine insurance	31, 32, 33	D: Insurance
D_CANDIDATE B_23	Equine insurance	31, 32, 33	D: Insurance
D_CANDIDATE B_24	Client documentation: Canine enrichment	1, 2, 3, 4, 5 6, 7, 8	D: Client Cases: written training plans/ reports
D_CANDIDATE B_25	'How horses learn' Webinar	21, 22, 23, 24, 25, 26, 27, 28, 29, 30 34, 35, 36	D: PowerPoint
Available on YouTube	Video: clicker and target training	9, 10, 11, 12 34, 35, 36	D: Video on target training to support clients
Available on YouTube	Video: Cooperartive care for vet treatments	9, 10, 11, 12	D: Video on

Document Name	Description	K&U section number	Type of Evidence
		13, 14, 15, 16, 17, 18, 19, 20 34, 35, 36	Cooperative care to support clients
Available on YouTube	Video: Head shy horse	9, 10, 11, 12 34, 35, 36	D: Video on head shy to support clients
Available on website	Blogs: Candidate B's personal blog	13, 14, 15, 16, 17, 18, 19, 20 34, 35, 36	D: Blogs for social proof

Mapping Document for ABTC standard for Clinical Animal Behaviourist – Level 6

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist

Name of Applicant: Candidate B

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).

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist **July 2022**

Candidate B   Page **1** of **101**

Mapping Document for ABTC standard for Clinical Animal Behaviourist – Level 6

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.

Note regarding my mapping document:

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and I need things like page numbers/the below ToC to help me navigate.

Please see educational psychologist report A_CANDIDATE B_13.

Table of Contents

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist **July 2022**

Candidate B Page **2** of **101**

Mapping Document for ABTC standard for Clinical Animal Behaviourist – Level 6

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.	Education Provider 1 (EP1) BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_01
	Vertebrate Zoology	A	Level 6	2009	RA_CANDIDATE B_01
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_01
	Animal physiology	A	Level 6	2010	RA_CANDIDATE B_01
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

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)*
	Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_01
	Molecular ecology and evolution	A	Level 6	2011	RA_CANDIDATE B_01
	Education Provider 2 (EP2) MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_01
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_01
	Equine Digestion & Nutrition	A	Level 7	2015	RA_CANDIDATE B_01
	Equine	A	Level 7	2014	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

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)*
	Reproduction				

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)*
	Equine Exercise Physiology	A	Level 7	2016	RA_CANDIDATE B_01
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_01
	Education Provider 4 (EP4) Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_01
	Education Provider 5 (EP5)	A	2	2016	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

			Level 2 Award in			
			Riding Horses, safely			
			on the Public Highway.			

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)*
	Education Provider 6 (EP6) Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_01
	Education Provider 7 (EP7) Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_01
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01
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	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_01
	Vertebrate Zoology	A	Level 6	2009	RA_CANDIDATE B_01

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)*
fear, nervousness, aggression, ill-health, threat-reduction, play and relaxation.	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **7** of **101**

Candidate B

Animal physiology	A	Level 6	2010	RA_CANDIDATE B_01
Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_01
Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_01
Molecular ecology and evolution	A	Level 6	2011	RA_CANDIDATE B_01

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)*

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_01
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_01
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_01
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_01
	Oral Presentation 13. 15th International Society for Equitation Science	A	N/A	2019	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

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)
	Conference, held in Guelph, Canada 2019				
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_01
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_01
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_01

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)*
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_01
	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01
K3: Behavioural ontogeny; to include sensitive periods, socialisation and attachment theory.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_01
	Vertebrate Zoology	A	Level 6	2009	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_01
Animal physiology	A	Level 6	2010	RA_CANDIDATE B_01

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	A	Level 6	2010	RA_CANDIDATE B_01
	Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_01
	Molecular ecology and evolution	A	Level 6	2011	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_01
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_01
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_01

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)*
	Equine Digestion & Nutrition	A	Level 7	2015	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_01
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_01
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_01

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)

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Knowledge and Understanding	Type of Evidence Submitted* (including Source/Provider if	Type of Learning*	Level of Learning*(if known) e.g.	Date(s)	Reflective Accounts Form No* (one per K & U section)
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_01
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_01
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_01
	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01
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	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_01
	Community ecology	A	Level 6	2009	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

			3, 4, 5, 6 or 7		
animals.	Vertebrate Zoology	A	Level 6	2009	RA_CANDIDATE B_01
	Plant/animal interactions	A	Level 6	2010	RA_CANDIDATE B_01
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_01
	Animal physiology	A	Level 6	2010	RA_CANDIDATE B_01
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Mapping Document for ABTC standard for Clinical Animal Behaviourist – Level 6

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)
	Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_01
	Molecular ecology and evolution	A	Level 6	2011	RA_CANDIDATE B_01
	Genes and evolution	A	Level 6	2009	RA_CANDIDATE B_01
	Animal evolution and biodiversity	A	Level 6	2010	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_01

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)*
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_01
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_01
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Equine Digestion & Nutrition	A	Level 7	2015	RA_CANDIDATE B_01
Oral Presentation 13. 15th International Society for Equitation Science Conference, held in	A	N/A	2019	RA_CANDIDATE B_01

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)*
	Guelph, Canada 2019				
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_01
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_01
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_01

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)*
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01
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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_01
	Community ecology	A	Level 6	2009	RA_CANDIDATE B_01
	Vertebrate Zoology	A	Level 6	2009	RA_CANDIDATE B_01

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)*

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Plant/animal interactions	A	Level 6	2010	RA_CANDIDATE B_01
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_01
	Animal physiology	A	Level 6	2010	RA_CANDIDATE B_01
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_01

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	Date(s)	Reflective Accounts Form No* (one per K & U section)

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

			7		
	Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_01
	Molecular ecology and evolution	A	Level 6	2011	RA_CANDIDATE B_01
	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_01
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **23** of **101**
Candidate B

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)
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_01
	Equine Digestion & Nutrition	A	Level 7	2015	RA_CANDIDATE B_01
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_01

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)
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_01
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

		EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_01
		Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **26** of **101**
Candidate B

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)*
	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Animal Health and Welfare					
K6: The key ethological, psychological and physiological concepts that underpin animal welfare.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_02
	Vertebrate Zoology	A	Level 6	2009	RA_CANDIDATE B_02
	Conservation biology	A	Level 6	2009	RA_CANDIDATE B_02
	Animals in captivity	A	Level 6	2009	RA_CANDIDATE B_02
	Animal physiology	A	Level 6	2010	RA_CANDIDATE B_02
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_02
	Zoology research project	A	Level 6	2010	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

		Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_02
		EP2 MSc Distinction Equine Science.	A	Level 6	2011	RA_CANDIDATE B_02
		Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_02
		Equitation Science	A	Level 7	2014	RA_CANDIDATE B_02
		Equine Digestion & Nutrition	A	Level 7	2014	RA_CANDIDATE B_02
		Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_02
		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in	A	N/A	2019	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Guelph, Canada 2019				

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_02
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_02
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_02
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_02
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Case Studies video and document	D	N/A	2023	RA_CANDIDATE B_02

	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01
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.	EP1 BSc Hon (2.1) Zoology	A	Level 7	2016	RA_CANDIDATE B_02
	Vertebrate Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_02
	Conservation biology	A	Level 6	2009	RA_CANDIDATE B_02
	Animals in captivity	A	Level 6	2009	RA_CANDIDATE B_02
	Animal physiology	A	Level 6	2010	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **31** of **101**
Candidate B

	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_02
	Zoology research	A	Level 6	2010	RA_CANDIDATE B_02

	project				
	Advanced behavioural ecology	A	Level 6	2011	RA_CANDIDATE B_02
	EP2 MSc Distinction Equine Science.	A	Level 6	2011	RA_CANDIDATE B_02
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_02
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Equine Exercise Physiology	A	Level 7	2014	RA_CANDIDATE B_02
	Equine Science Dissertation	A	Level 7	2017	RA_CANDIDATE B_02

	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_02
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_02
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_02
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_02
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_02

	Case Studies video and document	D	N/A	2023	RA_CANDIDATE B_02
	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01
K8: Welfare considerations in the management and training of animals and in clinical practice.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_02
	Animal physiology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_02
	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_02
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_02
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_02

	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_02
	Equine Science Dissertation	A	Level 7	2017	RA_CANDIDATE B_02
	Equine Digestion & Nutrition	A	Level 7	2014	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_02
Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_02
Oral Presentation 13. 15th International Society for Equitation Science	A	N/A	2019	RA_CANDIDATE B_02

Conference, held in Guelph, Canada 2019				
EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **36** of **101**
Candidate B

	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_02
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_02
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_02
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_02
	Case Studies video and document	D	N/A	2023	RA_CANDIDATE B_02

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Client documentation: Canine enrichment	D	N/A	2022	RA_CANDIDATE B_01

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **38** of **101**
Candidate B

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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_03
	Animals in captivity	A	Level 6	2009	RA_CANDIDATE B_03
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_03
	Advanced behavioural ecology	A	Level 6	2010	RA_CANDIDATE B_03
	EP2 MSc Distinction Equine Science.	A	Level 6	2011	RA_CANDIDATE B_03
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_03
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_03
		EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_03
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_03
		EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_03
		EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_03
		Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Educational Psychologist's Report	A	N/A	2010	RA_CANDIDATE B_03
	Case studies training documents	D	N/A	2022 to date	RA_CANDIDATE B_03
K10: The theory underlying learned problem behaviour and training techniques.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_03
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_03
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_03
	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_03
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **41** of **101**
Candidate B

		Equitation Science	A	Level 7	2014	RA_CANDIDATE B_03
		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_03
		EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_03
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_03
		EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_03
		EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist July 2022

	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_03
	Educational Psychologist's Report	A	N/A	2010	RA_CANDIDATE B_03
	Case studies training documents	D	N/A	2022 to date	RA_CANDIDATE B_03
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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_03
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_03
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_03
	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **43** of **101**
Candidate B

		Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_03
		Equitation Science	A	Level 7	2014	RA_CANDIDATE B_03
		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_03
		EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_03
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_03
		EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_03
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_03
	Educational Psychologist's Report	A	N/A	2010	RA_CANDIDATE B_03
	Case studies training documents	D	N/A	2022 to date	RA_CANDIDATE B_03
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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_03
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_03
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **45** of **101**
Candidate B

	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_03
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_03
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_03
	Equine Digestion & Nutrition	A	Level 7	2014	RA_CANDIDATE B_03
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_03
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **46** of **101**

Candidate B

	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_03
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_03
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_03
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_03
	Educational Psychologist's Report	A	N/A	2010	RA_CANDIDATE B_03
	Case studies training documents	D	N/A	2022 to date	RA_CANDIDATE B_03

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **47** of **101**

Candidate B

The Interaction between Health and Behaviour					
K13: The functional anatomy and physiology of the vertebrate nervous and endocrine systems and their role in mediating behaviour.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_04
	Organismal biology	A	Level 6	2008	RA_CANDIDATE B_04
	The cell	A	Level 6	2008	RA_CANDIDATE B_04
	Vertebrate Zoology	A	Level 6	2008	RA_CANDIDATE B_04
	Animal physiology	A	Level 6	2009	RA_CANDIDATE B_04
	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_04
	Equine Digestion & Nutrition	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04
K14: The concept of neural plasticity and the relevance and influence of environmental and genetic factors in the development of the nervous system.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_04
	Animal physiology	A	Level 6	2010	RA_CANDIDATE B_04
	Genes and evolution	A	Level 6	2009	RA_CANDIDATE B_04
	Molecular ecology and evolution	A	Level 6	2009	RA_CANDIDATE B_04
	EP2 MSc Distinction Equine Science.	A	Level 6	2009	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04
K15: The signs of ill-health and common conditions influencing behaviour and associated veterinary terminology.	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_04
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_04
	Equine	A	Level 7	2014	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Reproduction				
	Equine Digestion & Nutrition	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04
K16: The interaction between health and behaviour in vertebrate animals.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_04
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_04
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_04
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Digestion & Nutrition	A	Level 7	2014	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **55** of **101**
Candidate B

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

K17: The behavioural consequences of medical disorders.	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Exercise Physiology	A	Level 7	2014	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **57** of **101**

Candidate B

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

K18: The evidence for and against a medical component contributing to competing explanations of a behaviour.	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_04
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Digestion & Nutrition	A	Level 7	2014	RA_CANDIDATE B_04
	Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist July 2022

Page **59** of **101**
Candidate B

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

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.	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equine Digestion & Nutrition	A	Level 7	2016	RA_CANDIDATE B_04
	Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely	A	2	2016	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	on the Public Highway.				
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04
	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04
K20: The ethics of psychopharmacological intervention and legal position of the Clinical Animal Behaviourist, Veterinary Surgeon and	EP2 MSc Distinction Equine Science.	A	Level 7	2016	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **62** of **101**
Candidate B

others regarding the diagnosis, prescription and use of drugs and provision of advice.	Equine Digestion & Nutrition	A	Level 7	13/NOV/2018	RA_CANDIDATE B_04
	Equine Exercise Physiology	A	Level 7	2015	RA_CANDIDATE B_04
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_04
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	1	2013	RA_CANDIDATE B_04
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	2	2016	RA_CANDIDATE B_04
	EP6 Level 2 Award in The Principles of Horse Care.	A	2	2016	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP7 Stage Two Rider Leader	A	2	2019	RA_CANDIDATE B_04
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_04
	Self-directed learning	C	N/A	2020	RA_CANDIDATE B_04
	Case studies training documents/ videos	D	N/A	2022 - 2023	RA_CANDIDATE B_04

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **64** of **101**

Candidate B

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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_05
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_05
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_05
	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_05
	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_05
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_05
	Oral Presentation 13. 15th International Society for	A	N/A	2019	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **65** of **101**
Candidate B

		Equitation Science Conference, held in Guelph, Canada 2019				
		EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05
		EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05
		EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05
		EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **66** of **101**
Candidate B

	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05

	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05
K22:The appropriate application of the principles of ethology and learning theory to the diagnosis and treatment of common problems.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_05
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **67** of **101**
Candidate B

	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_05
	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_05

	Equine Behaviour and Welfare	A	Level 7	13/NOV/2018	RA_CANDIDATE B_05
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_05
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **68** of **101**
Candidate B

EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
EP5 Level 2 Award in Riding Horses, safely	A	Level 2	2016	RA_CANDIDATE B_05

on the Public Highway.				
EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05
EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05

	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05
K23: The key principles in human and family psychology, to include attitude theory, processes of inter-personal relationships, grief and bereavement.	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **70** of **101**

Candidate B

		EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05
		EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05

		EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
		Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
		Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
		Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
		Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05
K24: The principles of effective counselling and how to apply to facilitate and maintain behavioural change.	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **72** of **101**
Candidate B

	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05
	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05

	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **73** of **101**

Candidate B

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.	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05

	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05

| 'How horses learn' webinar | D | N/A | 2023 | RA_CANDIDATE B_05 |

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

K26: The interactions appropriate in professional relationships and how to apply these in practice.	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05
	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **76** of **101**
Candidate B

	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05
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.	EP2 MSc Distinction Equine Science.	A	Level 6	2010	RA_CANDIDATE B_05
	Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **77** of **101**
Candidate B

		Equine Science Dissertation	A	Level 7	2017	RA_CANDIDATE B_05
		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
		EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05
		EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **78** of **101**

Candidate B

	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05

	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies– Video	D	N/A	2023	RA_CANDIDATE B_05
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

K28: Methods for gathering and recording information relevant to the diagnosis of a	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_05

behavioural disorder and how to critically evaluate and appraise it.	Foundation skills for life sciences	A	Level 6	2008	RA_CANDIDATE B_05
	Zoology field course	A	Level 6	2009	RA_CANDIDATE B_05
	Experimental design, analysis and presentation	A	Level 6	2009	RA_CANDIDATE B_05
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_05
	Animal behaviour	A	Level 6	2010	RA_CANDIDATE B_05
	Zoology research project	A	Level 6	2011	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **80** of **101**

Candidate B

	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_05

	Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_05
	Equine Science Dissertation	A	Level 7	2017 - 2018	RA_CANDIDATE B_05
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_05
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05

	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05
	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05
K29: The construction and delivery of appropriately structured treatment regimes that	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_05

are likely to be effective for behavioural disorders identified.					
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_05
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_05
	Equine Digestion & Nutrition	A	Level 7	2015	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

		Oral Presentation 13.	A	N/A	2019	RA_CANDIDATE B_05
		15th International Society for Equitation Science Conference, held in Guelph, Canada 2019				
		EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05
		EP4 Level 1 Certificate in Riding Horses, Horse	A	Level 1	2013	RA_CANDIDATE B_05

		Knowledge and Care				
		EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05
		EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05
	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05

	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05
K30: How to identify situations where further action may be necessary, including ways in which compliance with an extended treatment	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

regime may be encouraged.	Equine Exercise Physiology	A	Level 7	2016	RA_CANDIDATE B_05
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_05
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_05
	Oral Presentation 13. 15th International Society for Equitation Science	A	N/A	2019	RA_CANDIDATE B_05

	Conference, held in Guelph, Canada 2019				
	EP3 Higher Certificate in Training Delivery and Evaluation	A	Level 5	2018	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_05
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_05
	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_05
	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_05
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Non-assessed courses	B	N/A	2023	RA_CANDIDATE B_05
	Canine Case studies – Video, report	D	N/A	2022	RA_CANDIDATE B_05
	Equine Case studies – Video	D	N/A	2023	RA_CANDIDATE B_05
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_05

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **88** of **101**

Candidate B

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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_06
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_06
	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_06
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

		Equitation Science	A	Level 7	2014	RA_CANDIDATE B_06
		Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_06
		Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_06
		Equine Science Dissertation	A	Level 7	2017 - 2018	RA_CANDIDATE B_06
		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_06
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_06
	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_06
	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_06
	Self-directed learning – Animal welfare act 2023	C	N/A	2023	RA_CANDIDATE B_06
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_06
	Consent forms	D	N/A	2017 & 2023	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Insurance documentation	D	N/A	2022 (current policy)	RA_CANDIDATE B_06
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 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_06
	Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_06
	Equine Science Dissertation	A	Level 7	2017 - 2018	RA_CANDIDATE B_06
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **92** of **101**

Candidate B

	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_06
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_06
	EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_06
	EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_06
	Self-directed learning – Animal welfare act 2023	C	N/A	2023	RA_CANDIDATE B_06
	Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_06
	Consent forms	D	N/A	2017 & 2023	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	Insurance documentation	D	N/A	2022 (current policy)	RA_CANDIDATE B_06
K33:The ethical guidelines relating to the use of animals.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_06
	Animals in captivity	A	Level 6	2010	RA_CANDIDATE B_06
	Zoology research project	A	Level 6	2010	RA_CANDIDATE B_06
	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_06
	Equine Behaviour and Welfare	A	Level 7	2014	RA_CANDIDATE B_06
	Equitation Science	A	Level 7	2014	RA_CANDIDATE B_06
	Equine Reproduction	A	Level 7	2014	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist July 2022

	Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_06
	Equine Science Dissertation	A	Level 7	2017 - 2018	RA_CANDIDATE B_06
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_06
	EP4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care	A	Level 1	2013	RA_CANDIDATE B_06
	EP5 Level 2 Award in Riding Horses, safely on the Public Highway.	A	Level 2	2016	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist July 2022

		EP6 Level 2 Award in The Principles of Horse Care.	A	Level 2	2016	RA_CANDIDATE B_06
		EP7 Stage Two Rider Leader	A	Level 2	2019	RA_CANDIDATE B_06
		Self-directed learning – Animal welfare act 2023	C	N/A	2023	RA_CANDIDATE B_06
		Previous work history	D	N/A	2011 to 2022	RA_CANDIDATE B_06
		Consent forms	D	N/A	2017 & 2023	RA_CANDIDATE B_06
		Insurance documentation	D	N/A	2022 (current policy)	RA_CANDIDATE B_06

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Critical Analysis and Research					
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.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_07
	Foundation skills for life sciences	A	Level 6	2008	RA_CANDIDATE B_07
	Zoology field course	A	Level 6	2008	RA_CANDIDATE B_07
	Experimental design, analysis and presentation	A	Level 6	2009	RA_CANDIDATE B_07
	Zoology review essay	A	Level 6	2010	RA_CANDIDATE B_07
	Zoology research project	A	Level 6	2011	RA_CANDIDATE B_07

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

		EP2 MSc Distinction Equine Science.	A	Level 6	2011	RA_CANDIDATE B_07
		Research Methods in Equine Science	A	Level 7	13/NOV/2018	RA_CANDIDATE B_07
		Equine Science Dissertation	A	Level 7	2017	RA_CANDIDATE B_07
		Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_07
		'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_07

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

K35: How to demonstrate understanding of cognitive biases (e.g. availability and confirmation) and their impact on the clinician and clients.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_07
	Foundation skills for life sciences	A	Level 6	2008	RA_CANDIDATE B_07
	Experimental design, analysis and presentation	A	Level 6	2010	RA_CANDIDATE B_07
	Zoology research project	A	Level 6	2011	RA_CANDIDATE B_07
	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_07
	Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_07

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Page **99** of **101**
Candidate B

	Equine Science Dissertation	A	Level 7	2017	RA_CANDIDATE B_07
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_07
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_07
K36: How to use appropriate methods for the assessment of the effectiveness of suitably structured treatment regimes.	EP1 BSc Hon (2.1) Zoology	A	Level 6	03/JUL/2012	RA_CANDIDATE B_07
	Experimental design, analysis and presentation	A	Level 6	2010	RA_CANDIDATE B_07

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

	EP2 MSc Distinction Equine Science.	A	Level 7	13/NOV/2018	RA_CANDIDATE B_07
	Research Methods in Equine Science	A	Level 7	2017	RA_CANDIDATE B_07
	Equine Science Dissertation	A	Level 7	2017 - 2018	RA_CANDIDATE B_07
	Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019	A	N/A	2019	RA_CANDIDATE B_07
	'How horses learn' webinar	D	N/A	2023	RA_CANDIDATE B_07

*Details in the Applicant Guidance Document

Record of evidence mapping applicants' knowledge and understanding for the ABTC standard for Clinical Animal Behaviourist   July 2022

Knowledge section/ Knowledge & Understanding number(s):

APEL Reflective Accounts Form for Animal Behaviour K1 – K5

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB , with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: Candidate B

Knowledge section/ Knowledge & Understanding number(s):

Animal Behaviour. K1, K2, K3, K4, K5.

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

   K1: **BSc Hon (2.1) Zoology:** Vertebrate zoology, Animals in captivity, Animal physiology, Animal behaviour, Advanced behavioural ecology, Molecular ecology and evolution. **MSc Equine Science:** Equine Behaviour and Welfare, Equine Digestion & Nutrition, Equine Exercise Physiology, Equine Reproduction.

   K2: **BSc Hon (2.1) Zoology:** Vertebrate zoology, Animals in captivity, Animal physiology, Animal behaviour, Advanced behavioural ecology, Molecular ecology and evolution. **MSc Equine Science:** Equine Behaviour and Welfare, Equine Digestion & Nutrition, Equine Reproduction.

   K3: **BSc Hon (2.1) Zoology:** Vertebrate zoology, Animals in captivity, Animal physiology, Animal behaviour, Advanced behavioural ecology, Molecular ecology and evolution. **MSc Equine Science:** Equine Behaviour and Welfare, Equine Digestion & Nutrition, Equine Reproduction.

   K4: **BSc Hon (2.1) Zoology:** Vertebrate zoology, Animals in captivity, Animal physiology, Animal behaviour, Community ecology, Genes and evolution, Advanced behavioural ecology, Molecular ecology and evolution, Plant/animal interactions, Animal evolution and biodiversity. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Digestion & Nutrition, Equine Reproduction.

   K5: **BSc Hon (2.1) Zoology:** Vertebrate zoology, Animals in captivity, Animal physiology, Animal behaviour, Community ecology, Advanced behavioural ecology, Molecular ecology and evolution, Plant/animal interactions. **MSc Equine Science:**

Equine Behaviour and Welfare, Equitation Science, Equine Digestion & Nutrition,

A Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, D_CANDIDATE B_04*

A Education Provider 4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care.
Document numbers A_CANDIDATE B_08

A Education Provider 5 Level 2 Award in Riding Horses, safely on the Public Highway.
Document numbers A_CANDIDATE B_09

A Education Provider 6 Level 2 Award in The Principles of Horse Care.
Document numbers A_CANDIDATE B_10

A Education Provider 7 Stage Two Rider Leader. *Document numbers A_CANDIDATE B_11*

D Previous work history – *Document number D_CANDIDATE B_01*

D Client documentation: Canine enrichment – *Document number D_CANDIDATE B_24*

Why did you choose to undertake this learning?

I have always had a passion for animal behaviour and welfare, particularly for domestic animals who share space with us humans. By the very fact that we have created species, via domestication, to share our lives with, I believe puts the onus on us to ensure we meet their needs. This does not just mean their basic needs, but also behavioural. We should endeavour to meet our animals' species-specific behavioural needs.

I have been described by friends and colleagues as someone who '*just won't stop'*, in regards my exploration of knowledge and learning. I must know and learn as much as possible.

This is an apt description of me; a person with a 'growth mindset'.

I will read and learn from multiple sources and 'cross pollinate' between fields of

study. I believe, particularly within the equine industry (which is where I have specialised) it can be very insular, dogmatic, and traditional. I love to learn from multiple sources and integrate these into my practice, supporting human behaviour change in addition to animal welfare. You will see that my K&U extends into areas not directly related to animal behaviour, but areas which I draw on to improve animal welfare and improve knowledge transfer with my clients.

If I was honest in answering '*Why did you choose to undertake this learning?*', it would simply be my love of animals. My hero worship of David Attenborough from young age, going on nature walks with the scouts and just being part of the animal world. I cannot remember a time when I was not beyond fascinated with animals.

My drive to learn everything I can to support and improve equine welfare has not wavered. But of course, anyone who is applying to be a CAB will likely feel as I do.

I chose to study Zoology, for my undergraduate degree, in 2008. I wavered between a pure Animal behaviour undergraduate and Zoology, selecting both in my UCAS application.

In the end I felt that Zoology gave me a wider base of knowledge about all vertebrates and invertebrates, evolution, genetics and ecology. Looking back now, I am very glad I chose to study Zoology. My large base of knowledge, across many species wild and domestic, gives me a great insight into animal behaviour.

How many animal behaviourist's have read *'Tigers of the World' 2010, Emeritus, C. 2nd Ed. Elsevier Inc.* for the love of learning about tigers, the science, politics and conservation efforts surrounding this species.

While it may not appear directly applicable, understanding the social and political climate of the animal human interaction, regarding conservation efforts of Tigers in Asia, gives me a deeper understanding into the views of different demographics.

I find I am more open minded an inclusive towards demographics who, for example, hunt or use agricultural animals, which I may not personally support. It means I have

developed a skill set to allow me to support Education Provider 8 and improve animal welfare.

Hindsight is a wonderful thing. What 18 year old actually understands what they want to do? I am so grateful I chose Zoology, as it gave me a window into all thing's animal, which quickly became an animal behaviour obsession.

At the time, I wanted a greater understanding of how the environment, vectors and diseases, plants, human activity and population dynamics all impacted on a variety of animal species and their behaviour.

Animal behaviour is non-linear and does not occur in isolation, many factors impact behaviour of our domestic animals. Understanding population dynamics, geography and ecology gives a rounder education into the nature of a particular species. Genetics, evolution and the effects on domestication between feral/companion and wild animals will all impact on the welfare and behaviour of animals kept in a captive environment.

For my BSc Hon dissertation I studied *'The role of density dependence on the development of territorial behaviour in captive bred juveniles of Apistogramma agassizi'* (the abstract of which is available in A_CANDIDATE B_03 pg. 12). I was particularly interested in the effect of confined spaces for domestic animals and the effect of negative welfare states. At the time, which you will see in my work history (D_CANDIDATE B_01), I was particularly interested in marine mammals. During this time 'Black fish' and Sea World were under increased scrutiny from the public. This was the motivation for my interest in this area of research, regarding the welfare and captivity of marine life.

On completion of my undergraduate, I worked in a number of different areas (see work history available in D_CANDIDATE B_01) while I figured out what I wanted to pursue as my career.

In 2013 I took up horse riding as a hobby.

I had not sat on a horse since I was a child. And having clicker trained my cats, seen the progress with Zoological animals in captive environments and behaviour, well… the horse industry shocked me.

Taking up horse riding as a hobby opened my eyes to an industry, that I personally felt, had not embodied the scientific learning of animal behaviour and what constitutes good welfare for the horse. Nor did it promote the species-specific needs of the horse in its care and husbandry. Based on my previous knowledge and understanding I gained from my undergraduate in Zoology I felt that there was a massive gap between what the horse required, as a domesticated animal, based on its evolutionary, physiological, ecological needs, and how we as humans cared for those needs in a captive environment. This lit a proverbial fire under me, which has framed the last 10 years.

Horses play unique role in the animal-owner interaction, in that the horse is used in sport and for entertainment, as well as an agricultural and companion animal. The lack of understanding of how animals learn, horse behaviour and horse needs was/is significantly missing from the equine industry, resulting in poor welfare and increasing a risk to Social Licence to Operate (SLO).

I found (and still do) the industry to be quite dogmatic, and on a very personal note I found it immensely frustrating that my knowledge and expertise gained from my undergraduate in Zoology was dismissed out of hand by those in the equine community. This sense of frustration I felt, in addition to the lack of understanding I observed from the care of equines, drove me to pursue a Masters in equine science (see A_CANDIDATE B_02).

I felt driven, and still very much do, to improve the welfare of equines within the industry. At the time I recognised that there were significant gaps in my knowledge and education, which drove me to undertake the MSc and BHS qualifications (see A_Candidate B_008, A_CANDIDATE B_09, A_CANDIDATE B_10, A_CANDIDATE B_11). Achieving my masters was not only one of my proudest moments but began a comprehensive education journey, that I am still on today.

I have already described myself as someone who has a growth mindset. This

frustration grabbed me, in 2013 and I haven't stopped since. I undertook my MSc (2014 to 2018), I completed BHS (2013-2019), I kept reading, I coached, I trained horses and published my research with ISES 2019 (see A_CANDIDATE B_06 and D_CANDIDATE B_04).

How is your learning relevant to the Knowledge & Understanding?

All the courses listed above provide a comprehensive knowledge and expertise regarding all aspects of animal behaviour detail in K&U 1-5.

The diversity, in my skill set, cannot be underestimated.

I am very proud of my skills across multiple fields. I believe firmly that my expertise, work experience and education are perfectly placed to support clients and their animals and to improve welfare based on scientific methods.

Reading the ABTC Standard (for Clinical Animal Behaviourist) I can see how each part of my education and skills fits this standard.

My BSc Hon. and MSc meet the standards for; Animal Behaviour, Animal Health and Welfare, Animal Learning and Training and The interaction between Health and Behaviour. Which I have applied to my work over the years and I demonstrate below with specific examples.

Undertaking Zoology gave me insights into ecology, conservation, captive animals, behaviour, evolution and environmental sciences (*the full details of my degree available in A_CANDIDATE B_03 and cross reference to K&U as above*). I believe that this diversity of learning provides me with a robust and full understanding of animals both in their natural and free ranging environments. In addition to domesticated animals, such as zoological conservation sites, companion animals and those used in industry for food, clothes, and medicine.

I chose to highlight the courses detailed in A_CANDIDATE B_03, also seen in my transcript (A_CANDIDATE B_02), as I believe these are best applicable to the K&U for my application. I chose these subjects during my undergraduate degree, based on my desire to have a full knowledge of the factors that influence animal behaviour, including but not limited to their genetics and evolution but also their Physiology and how this influenced animal behaviour.

Undertaking my MSc in Equine Science developed my K&U in Equine Behaviour, Welfare, Equitation Science, Nutrition, Reproduction, Physiology and critical research skills (*the full details of my degree available in A_CANDIDATE B_05 and cross reference to K&U as above*). Undertaking an MSc also develops problem solving skills and your ability to critically read current research and form best practice for Equines based on the current scientific thinking.

The K&U for my BSc and MSc is seen throughout my document on case studies below in addition to my postgraduate research (A_CANDIDATE B_06).

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

As a brief summary to my practical experience in these areas, which I speak to in more detail in supplementary material (*D_CANDIDATE B_01*).

I would like to speak in detail to one clear example of a time I worked with marine mammals in the SRUC Inverness. During which time I was called out to the biggest mass stranding of Pilot Whales in Durness in 2011.

This is the best example I can give of how behaviour is affected by ill-health, recognising behaviours these, the link between ontogeny and the interaction of biology and evolution on behaviour. While not domestic animals, this was still a critical application of my K&U during my career.

During this mass stranding we had over 70 whales to re-float, with a number of juveniles. The Calves were much easier to re-float (given their size), as the tide came in, they were able to swim again. However, the adults were still stranded and the calves continues to strand themselves in an attempt to return to the dams.

They called repeatedly to their dams and were very distressed. The Dams and calves were becoming increasingly distressed, posing a danger to themselves and the humans as time went on. The Dams also were extremely fatigued due to the ordeal

(stranded for +24hrs, the tide alone was not enough to re-float these whales).

I recognised this behaviour and the affect the fatigue was having on these whales, I suggested we use the calves to motivate the Dams to move (as we were limited in our own interventions).

We had a small boat to support us in the water, that would later pick us up as the tide came in. I ask the boat to corral the calves away, out of the Kyle. By moving the calves away, who were still calling to the Dams, this increased the Dams motivation, even in their fatigued state they started to move. In addition to human intervention, we were successful in supporting them back out of the Kyle.

Clearly understanding animal behaviour in this case helped me support these whales during a very traumatic event. Out of 70 whales, we lost 17 in this stranding.
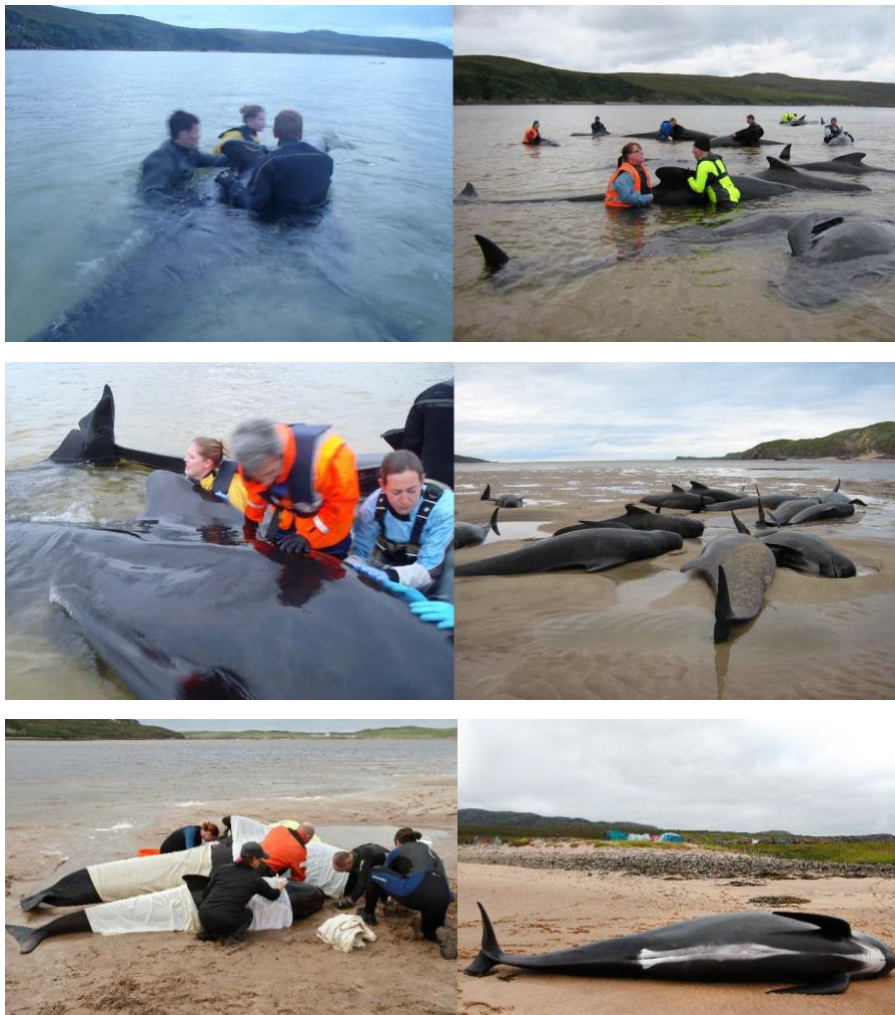
How did this Knowledge & Understanding change or improve your practice?

Please ensure you provide examples/detail to support your answers.

Understanding animal motivation to support our practice is something I use a lot. While it is not every day you work with Whales (I certainly don't these days). Understanding the motivational drive of food, shelter, fear driven behaviours and social contact has helped me improve my practice.

I currently work with one Fe Horse, 2 years old, suffering from separation anxiety. This separation from her conspecifics is causing a great degree of anxiety for her, resulting in dangerous handling behaviours for the owner. Prior to enlisting my support, this owner had 'done everything to make the stable a nice place'. However, it is irrelevant if the stable is a warm welcoming environment, if the motivation behind the challenging behaviour is mediated on social contact.

This K&U I have used to my advantage to support this horse and owner, in addition to other behaviour modification training, we have also worked on scent. I have called this 'poop transfer'. I instructed the owner to leave this filly's droppings in the stable and to collect up droppings from a conspecific that this horse spends time with. We have transferred these into the stable and allowed this filly to smell for her conspecific. This has worked with great effect to reduce the anxiety and stress, and critically allow for behavioural modification training to take place.

Enrichment, Meeting animals behavioural needs:

I provided owners with documentation on enrichment after the consultation along with their training plan. During my consultations, I bring with me empty loo rolls, paper and rabbit ears/cow hide. After the first 45mins/1hr of my consultation, I find the dogs can struggle and need a mental break. I use this as an opportunity to do 'arts and crafts' with the owners and make up some enrichment together.

I operate my practice on; *'Tell Me and I Forget; Teach Me and I May Remember; Involve Me and I Learn'*

This offers a fun engaging activity for the owners to get their hands on something simple, it also gives me an opportunity to explain and detail the merits of enrichment for dogs. To this date, I have yet to meet a client that does not continue to do enrichment for their dogs long after I have finished supporting them.

Once the owners see their happy dog bound away with a new and tasty treat, it usually seals the deal for them to add it into their day-to-day activities. Finally, I find this break gives me the opportunity to consolidate some of the learning with the owner and ask them if they have any questions or concerns.

We can have a chat, usually a cup of tea (it is Ireland after all). It gives everyone a moment to decompress a little, taking breaks is important to support everyone's learning and reduces stress for the humans. I find this really supports training and learning in the 2nd half of my consultation.

⚐ **Canine Enrichment:** Document D_CANDIDATE B_24

Knowledge section/ Knowledge & Understanding number(s):

APEL Reflective Accounts Form for Animal Health and Welfare K6, K7, K8

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB , with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: Candidate B

Knowledge section/ Knowledge & Understanding number(s):

Animal Health and Welfare K6, K7, K8

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

K6: BSc Hon (2.1) Zoology: Vertebrate zoology, Conservation biology, Animals in captivity, Animal physiology, Animal behaviour, Advanced behavioural ecology, Zoology research project. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Digestion & Nutrition, Equine Exercise Physiology, Equine Science Dissertation.

K7: BSc Hon (2.1) Zoology: Vertebrate zoology, Conservation biology, Animals in captivity, Animal physiology, Animal behaviour, Advanced behavioural ecology, Zoology research project. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Exercise Physiology, Equine Science Dissertation

K8: BSc Hon (2.1) Zoology: Animal physiology, Animal behaviour. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Exercise Physiology, Equine Science Dissertation, Equine Reproduction, Equine Digestion & Nutrition.

A Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, D_CANDIDATE B_04*

A Education Provider 4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care.

Document numbers A_CANDIDATE B_08

A Education Provider 5 Level 2 Award in Riding Horses, safely on the Public Highway.

Document numbers A_CANDIDATE B_09

A Education Provider 6 Level 2 Award in The Principles of Horse Care. *Document numbers*

A_CANDIDATE B_10

A Education Provider 7 Stage Two Rider Leader. *Document numbers A_CANDIDATE B_11*

D Previous work history – *Document number D_CANDIDATE B_01*

D Case Studies - *Video D_CANDIDATE B_02 and Document number D_CANDIDATE B_03*

D Client documentation: Canine enrichment – *Document number D_CANDIDATE B_24*

Why did you choose to undertake this learning?

I have always had a passion for animal behaviour and welfare, particularly for domestic animals who share space with us humans. By the very fact that we have created species, via domestication, to share our lives with, I believe puts the onus on us to ensure we meet their needs. This does not just mean their basic needs, but also behavioural. We should endeavour to meet our animals' species-specific behavioural needs.

I have been described by friends and colleagues as someone who '*just won't stop'*, in regards my exploration of knowledge and learning. I must know and learn as much as possible.

This is an apt description of me; a person with a 'growth mindset'.

I will read and learn from multiple sources and 'cross pollinate' between fields of study. I believe, particularly within the equine industry (which is where I have specialised) it can be very insular, dogmatic, and traditional. I love to learn from multiple sources and integrate these into my practice, supporting human behaviour change in addition to animal welfare. You will see that my K&U extends into areas not directly related to animal behaviour, but areas which I draw on to improve animal welfare and improve knowledge transfer with my clients.

If I was honest in answering '*Why did you choose to undertake this learning?*', it would simply be my love of animals. My hero worship of David Attenborough from young age, going on nature walks with the scouts and just being part of the animal world. I cannot remember a time when I was not beyond fascinated with animals.

My drive to learn everything I can to support and improve equine welfare has not wavered. But of course, anyone who is applying to be a CAB will likely feel as I do.

I chose to study Zoology, for my undergraduate degree, in 2008. I wavered between a pure Animal behaviour undergraduate and Zoology, selecting both in my UCAS application.

In the end I felt that Zoology gave me a wider base of knowledge about all vertebrates and invertebrates, evolution, genetics and ecology. Looking back now, I am very glad I chose to study Zoology. My large base of knowledge, across many species wild and domestic, gives me a great insight into animal behaviour.

How many animal behaviourist have read *'Tigers of the World' 2010, Emeritus, C. 2nd Ed. Elsevier Inc.* for the love of learning about tigers, the science, politics and conservation efforts surrounding this species.

While it may not appear directly applicable, understanding the social and political climate of the animal human interaction, regarding conservation efforts of Tigers in Asia, gives me a deeper understanding into the views of different demographics.

I find I am more open minded an inclusive towards demographics who, for example, hunt or use agricultural animals, which I may not personally support. It means I have developed a skill set to allow me to support Education Provider 8 and improve animal welfare.

Hindsight is a wonderful thing. What 18 year old actually understands what they want to do? I am so grateful I chose Zoology, as it gave me a window into all thing's animal, which quickly became an animal behaviour obsession.

At the time, I wanted a greater understanding of how the environment, vectors and diseases, plants, human activity and population dynamics all impacted on a variety of animal species and their behaviour.

Animal behaviour is non-linear and does not occur in isolation, many factors impact

behaviour of our domestic animals. Understanding population dynamics, geography and ecology gives a rounder education into the nature of a particular species. Genetics, evolution and the effects on domestication between feral/companion and wild animals will all impact on the welfare and behaviour of animals kept in a captive environment.

For my BSc Hon dissertation I studied *'The role of density dependence on the development of territorial behaviour in captive bred juveniles of Apistogramma agassizi'* (the abstract of which is available in A_CANDIDATE B_03 pg. 12). I was particularly interested in the effect of confined spaces for domestic animals and the effect of negative welfare states. At the time, which you will see in my work history (D_CANDIDATE B_01), I was particularly interested in marine mammals. During this time 'Black fish' and Sea World were under increased scrutiny from the public. This was the motivation for my interest in this area of research, regarding the welfare and captivity of marine life.

On completion of my undergraduate, I worked in a number of different areas (see work history available in D_CANDIDATE B_01) while I figured out what I wanted to pursue as my career.

In 2013 I took up horse riding as a hobby.

I had not sat on a horse since I was a child. And having clicker trained my cats, seen the progress with Zoological animals in captive environments and behaviour, well… the horse industry shocked me.

Taking up horse riding as a hobby opened my eyes to an industry, that I personally felt, had not embodied the scientific learning of animal behaviour and what constitutes good welfare for the horse. Nor did it promote the species-specific needs of the horse in its care and husbandry. Based on my previous knowledge and understanding I gained from my undergraduate in Zoology I felt that there was a massive gap between what the horse required, as a domesticated animal, based on its evolutionary, physiological, ecological needs, and how we as humans cared for those needs in a captive environment. This lit a proverbial fire under me, which has

framed the last 10 years.

Horses play unique role in the animal-owner interaction, in that the horse is used in sport and for entertainment, as well as an agricultural and companion animal. The lack of understanding of how animals learn, horse behaviour and horse needs was/is significantly missing from the equine industry, resulting in poor welfare and increasing a risk to Social Licence to Operate (SLO).

I found (and still do) the industry to be quite dogmatic, and on a very personal note I found it immensely frustrating that my knowledge and expertise gained from my undergraduate in Zoology was dismissed out of hand by those in the equine community. This sense of frustration I felt, in addition to the lack of understanding I observed from the care of equines, drove me to pursue a Masters in equine science (see A_CANDIDATE B_02).

I felt driven, and still very much do, to improve the welfare of equines within the industry. At the time I recognised that there were significant gaps in my knowledge and education, which drove me to undertake the MSc and BHS qualifications (see A_BJH_008, A_CANDIDATE B_09, A_CANDIDATE B_10, A_CANDIDATE B_11). Achieving my masters was not only one of my proudest moments but began a comprehensive education journey, that I am still on today.

I have already described myself as someone who has a growth mindset. This frustration grabbed me, in 2013 and I haven't stopped since. I undertook my MSc (2014 to 2018), I completed BHS (2013-2019), I kept reading, I coached, I trained horses and published my research with ISES 2019 (see A_CANDIDATE B_06 and D_CANDIDATE B_04).

How is your learning relevant to the Knowledge & Understanding?

The diversity, in my skill set, cannot be underestimated.

I am very proud of my skills across multiple fields. I believe firmly that my expertise, work experience and education are perfectly placed to support clients and their animals and to improve welfare based on scientific methods.

Reading the ABTC Standard (for Clinical Animal Behaviourist) I can see how each

part of my education and skills fits this standard.

My BSc Hon. and MSc meet the standards for; Animal Behaviour, Animal Health and Welfare, Animal Learning and Training and The interaction between Health and Behaviour. Which I have applied to my work over the years and I demonstrate below with specific exampless.

Undertaking Zoology gave me insights into ecology, conservation, captive animals, behaviour, evolution and environmental sciences (the full details of my degree available in A_CANDIDATE B_03 and cross reference to K&U). I believe that this diversity of learning provides me with a robust and full understanding of animals both in their natural and free ranging environments. In addition to domesticated animals, such as zoological conservation sites, companion animals and those used in industry for food, clothes, and medicine.

I chose to highlight the courses detailed in A_CANDIDATE B_03, also seen in my transcript (A_CANDIDATE B_02), as I believe these are best applicable to the K&U for my application. I chose these subjects during my undergraduate degree, based on my desire to have a full knowledge of the factors that influence animal behaviour, including but not limited to their genetics and evolution but also their Physiology and how this influenced animal behaviour.

Undertaking my MSc in Equine Science developed my K&U in Equine Behaviour, Welfare, Equitation Science, Nutrition, Reproduction, Physiology and critical research skills (the full details of my degree available in A_CANDIDATE B_05 and cross reference to K&U). Undertaking an MSc also develops problem solving skills and your ability to critically read current research and form best practice for Equines based on the current scientific thinking.

The K&U for my BSc and MSc is seen throughout my document on case studies below in addition to my postgraduate research (A_CANDIDATE B_06).

As a brief summary to my practical experience in these areas, which I speak to in more detail in supplementary material, I have worked with marine mammals in the [SRUC Inverness](#) were I was called out to the biggest mass stranding of Pilot Whales in Durness in 2011.

I worked as a research assistant in Highland conservation with James Hutton, Aberdeen. As a research assistant for Marine life with St. Abbs marine station, were I was responsible for the welfare, care and husbandry of marine life. I trained equines and cared for the husbandry of Equines as a freelance groom and head groom at an eventing yard.

And while I was studying for my MSc, part time, I worked fulltime in Quality assurance and compliance within the pharmaceutical industry. Finally, I have also worked part time as a horse trek leader and coach. All these are fully detailed and the relevant K&U in my history documentation available in D_CANDIDATE B_01.

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

Both my BSc and MSc dissertations are excellent examples of understanding animal welfare, as both projects worked directly on experiments pertaining to animal behaviour.

BSc 'The role of density dependence on the development of territorial behaviour in captive breed juveniles of *Apistogramma agassizi*' (Abstract found in A_CANDIDATE B_03)

MSc 'A preliminary study investigating the effect of Slow/Trickle Feeders on nocturnal feeding behaviour and time budgets of stabled horses.' (Abstract found in A_CANDIDATE B_06)

Ethical approval was sought and accepted for both studies. My role and ethical obligation during both studies was to monitor all animals for health and welfare.

This was critical as I was studying aspects of their behaviour that could potentially cause negative welfare states (i.e. territorial fighting behaviour in fish, and forage intake for horses).

Fighting behaviour (regardless of the stereotypical nature) could cause injury or death, if populations increased too high. In addition these fish required water temperatures of 21°C, and filtration. The also required substrate (foliage) in the aquarium used on the tank bottom to meet their behavioural needs. The age and

species of this fish requires hiding places to meet their behavioural needs and welfare. In addition to foliage 'ceramic pots' were also placed inside the tank bottom. This was to allow fish to choose to 'hide' or find safety, this is a normal behaviour in this species. During a stereotypical fighting bout, one fish will retreat. It was important to offer these fish a space to hide, and perform their natural behaviour, giving them the choice to engage as these juveniles developed. The nature of this study required observation of behaviour, as such I was able to closely monitor to ensure good welfare. During this study, I removed one male who exhibited high levels of territorial fighting behaviour and appeared to be developing faster.

For my MSc the horses were monitored on cameras each day and night, to ensure that they were not without forage. Forage was weighted and provided to meet each of their dietary needs (2g of fibre per Kg/BW) was met each day. A lack of foraging opportunities can lead to gastric ulcers, negative emotional states, stereotypes, problem behaviour, colic and critically is a welfare concern for horses.

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

I use my K&U here to help educate owners about animal behaviour to ensure best practice when working together.

Please see document D_CANDIDATE B_03 on canine calming behaviours I provide to my clients (tailored) to help clients who struggle to see these signals when training.

Not recognising these behaviours can result in poor welfare states, reduce training outcomes, and escalate to aggression. I have also annotated a short video to show the effects of negative emotional states on this canine (D_CANDIDATE B_02) as a result of this owner using a shock collar on this puppy at 15 weeks of age.

This owner wanted to train this puppy outside, who was (in her words) 'bold and

naughty on the lead'. However, on observation I noted this puppy was unable to cope in this environment.

Exposing this puppy to an outside environment would have contravened good welfare practice, likely caused flooding, and certainly would not have supported our training.

In my practice I must consider the effects on the animal I work with, not just the goals of the owner. You will see in this video; we stayed in the kitchen quietly for this session.

Enrichment Meeting animals needs:

I provided owners with documentation on enrichment after the consultation along with their training plan. During my consultations, I bring with me empty loo rolls, paper and rabbit ears/cow hide. After the first 45mins/1hr of my consultation, I find the dogs can struggle and need a mental break. I use this as an opportunity to do 'arts and crafts' with the owners and make up some enrichment together.

I operate my practice on; *'Tell Me and I Forget; Teach Me and I May Remember; Involve Me and I Learn'*

This offers a fun engaging activity for the owners to get their hands on something simple, it also gives me an opportunity to explain and detail the merits of enrichment for dogs. To this date, I have yet to meet a client that does not continue to do enrichment for their dogs long after I have finished supporting them.

Once the owners see their happy dog bound away with a new and tasty treat, it usually seals the deal for them to add it into their day-to-day activities. Finally, I find this break gives me the opportunity to consolidate some of the learning with the owner and ask them if they have any questions or concerns.

We can have a chat, usually a cup of tea (it is Ireland after all). It gives everyone a moment to decompress a little, taking breaks is important to support everyone's learning and reduces stress for the humans. I find this really supports training and learning in the 2nd half of my consultation. **Canine Enrichment:** Document D_CANDIDATE B_24

APEL Reflective Accounts Form for Animal Learning & Training K9, K10, K11, K12

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB, with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: Candidate B

Knowledge section/ Knowledge & Understanding number(s):

Animal Learning and Training K9, K10, K11, K12

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

   K9: BSc Hon (2.1) Zoology: Animals in captivity, Animal behaviour, Advanced behavioural ecology. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science

   K10: BSc Hon (2.1) Zoology: Animals in captivity, Animal behaviour**. MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science

   K11: BSc Hon (2.1) Zoology: Animals in captivity, Animal behaviour. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science,

   K12: BSc Hon (2.1) Zoology: Animals in captivity, Animal behaviour. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Digestion & Nutrition

A Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04*

A Education Provider 4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care.

Document numbers A_CANDIDATE B_08

A Education Provider 5 Level 2 Award in Riding Horses, safely on the Public Highway.

Document numbers A_CANDIDATE B_09

A Education Provider 6 Level 2 Award in The Principles of Horse Care.

Document numbers A_CANDIDATE B_10

A Education Provider 7 Stage Two Rider Leader. *Document numbers A_CANDIDATE B_11*

A Education Psychologist report. *Document numbers A_CANDIDATE B_13*

D Previous work history – *Document number D_CANDIDATE B_01*

D Case Studies - *Document number*:

- Training a focal point (step one to help establish targets). *D_CANDIDATE B_05*

- Target Training *D_CANDIDATE B_06, D_CANDIDATE B_07*

- What is Learning Theory? *D_CANDIDATE B_08*

- Play *D_CANDIDATE B_09*

- Protected Contact *D_CANDIDATE B_10*

- Harnessing *D_CANDIDATE B_11*

- Separation Anxiety *D_CANDIDATE B_12*

- Indoor Elimination *D_CANDIDATE B_13*

- Consent Based Petting *D_CANDIDATE B_14*

- Head shy horse *D_CANDIDATE B_15*

- Video on target training to support clients
- Video on Cooperative care to support clients
- Video on head shy to support clients

Why did you choose to undertake this learning?

I have always had a passion for animal behaviour and welfare, particularly for domestic animals who share space with us humans. By the very fact that we have created species, via domestication, to share our lives with, I believe puts the onus on us to ensure we meet their needs. This does not just mean their basic needs, but also behavioural. We should endeavour to meet our animals' species-specific behavioural needs.

I have been described by friends and colleagues as someone who 'just won't stop',

in regards my exploration of knowledge and learning. I must know and learn as much as possible.

This is an apt description of me; a person with a 'growth mindset'.

I will read and learn from multiple sources and 'cross pollinate' between fields of study. I believe, particularly within the equine industry (which is where I have specialised) it can be very insular, dogmatic, and traditional. I love to learn from multiple sources and integrate these into my practice, supporting human behaviour change in addition to animal welfare. You will see that my K&U extends into areas not directly related to animal behaviour, but areas which I draw on to improve animal welfare and improve knowledge transfer with my clients.

If I was honest in answering 'Why did you choose to undertake this learning?', it would simply be my love of animals. My hero worship of David Attenborough from young age, going on nature walks with the scouts and just being part of the animal world. I cannot remember a time when I was not beyond fascinated with animals.

My drive to learn everything I can to support and improve equine welfare has not wavered. But of course, anyone who is applying to be a CAB will likely feel as I do.

I chose to study Zoology, for my undergraduate degree, in 2008. I wavered between a pure Animal behaviour undergraduate and Zoology, selecting both in my UCAS application.

In the end I felt that Zoology gave me a wider base of knowledge about all vertebrates and invertebrates, evolution, genetics and ecology. Looking back now, I am very glad I chose to study Zoology. My large base of knowledge, across many species wild and domestic, gives me a great insight into animal behaviour.

How many animal behaviourist have read 'Tigers of the World' 2010, Emeritus, C. 2nd Ed. Elsevier Inc. for the love of learning about tigers, the science, politics and conservation efforts surrounding this species.

While it may not appear directly applicable, understanding the social and political

climate of the animal human interaction, regarding conservation efforts of Tigers in Asia, gives me a deeper understanding into the views of different demographics.

I find I am more open minded an inclusive towards demographics who, for example, hunt or use agricultural animals, which I may not personally support. It means I have developed a skill set to allow me to support Education Provider 8 and improve animal welfare.

Hindsight is a wonderful thing. What 18 year old actually understands what they want to do? I am so grateful I chose Zoology, as it gave me a window into all thing's animal, which quickly became an animal behaviour obsession.

At the time, I wanted a greater understanding of how the environment, vectors and diseases, plants, human activity and population dynamics all impacted on a variety of animal species and their behaviour.

Animal behaviour is non-linear and does not occur in isolation, many factors impact behaviour of our domestic animals. Understanding population dynamics, geography and ecology gives a rounder education into the nature of a particular species. Genetics, evolution and the effects on domestication between feral/companion and wild animals will all impact on the welfare and behaviour of animals kept in a captive environment.

For my BSc Hon dissertation I studied 'The role of density dependence on the development of territorial behaviour in captive bred juveniles of Apistogramma agassizi' (the abstract of which is available in A_CANDIDATE B_03 pg. 12). I was particularly interested in the effect of confined spaces for domestic animals and the effect of negative welfare states. At the time, which you will see in my work history (D_CANDIDATE B_01), I was particularly interested in marine mammals. During this time 'Black fish' and Sea World were under increased scrutiny from the public. This was the motivation for my interest in this area of research, regarding the welfare and captivity of marine life.

On completion of my undergraduate, I worked in a number of different areas (see work history available in D_CANDIDATE B_01) while I figured out what I wanted to pursue as my career.

In 2013 I took up horse riding as a hobby.

I had not sat on a horse since I was a child. And having clicker trained my cats, seen the progress with Zoological animals in captive environments and behaviour, well… the horse industry shocked me.

Taking up horse riding as a hobby opened my eyes to an industry, that I personally felt, had not embodied the scientific learning of animal behaviour and what constitutes good welfare for the horse. Nor did it promote the species-specific needs of the horse in its care and husbandry. Based on my previous knowledge and understanding I gained from my undergraduate in Zoology I felt that there was a massive gap between what the horse required, as a domesticated animal, based on its evolutionary, physiological, ecological needs, and how we as humans cared for those needs in a captive environment. This lit a proverbial fire under me, which has framed the last 10 years.

Horses play unique role in the animal-owner interaction, in that the horse is used in sport and for entertainment, as well as an agricultural and companion animal. The lack of understanding of how animals learn, horse behaviour and horse needs was/is significantly missing from the equine industry, resulting in poor welfare and increasing a risk to Social Licence to Operate (SLO).

I found (and still do) the industry to be quite dogmatic, and on a very personal note I found it immensely frustrating that my knowledge and expertise gained from my undergraduate in Zoology was dismissed out of hand by those in the equine community. This sense of frustration I felt, in addition to the lack of understanding I observed from the care of equines, drove me to pursue a Masters in equine science (see A_CANDIDATE B_02).

I felt driven, and still very much do, to improve the welfare of equines within the industry. At the time I recognised that there were significant gaps in my knowledge and education, which drove me to undertake the MSc and BHS qualifications (see A_CANDIDATE B_008, A_CANDIDATE B_09, A_CANDIDATE B_10, A_CANDIDATE B_11). Achieving my masters was not

only one of my proudest moments but began a comprehensive education journey, that I am still on today.

I have already described myself as someone who has a growth mindset. This frustration grabbed me, in 2013 and I haven't stopped since. I undertook my MSc (2014 to 2018), I completed BHS (2013-2019), I kept reading, I coached, I trained horses and published my research with ISES 2019 (see A_CANDIDATE B_06, A_CANDIDATE B_12 and D_CANDIDATE B_04).

How is your learning relevant to the Knowledge & Understanding?

The diversity, in my skill set, cannot be underestimated.

I am very proud of my skills across multiple fields. I believe firmly that my expertise, work experience and education are perfectly placed to support clients and their animals and to improve welfare based on scientific methods.

Reading the ABTC Standard (for Clinical Animal Behaviourist) I can see how each part of my education and skills fits this standard.

My BSc Hon. and MSc meet the standards for; Animal Behaviour, Animal Health and Welfare, Animal Learning and Training and The interaction between Health and Behaviour. Which I have applied to my work over the years and I demonstrate below with specific examples.

Undertaking Zoology gave me insights into ecology, conservation, captive animals, behaviour, evolution and environmental sciences (the full details of my degree available in A_CANDIDATE B_03 and cross reference to K&U). I believe that this diversity of learning provides me with a robust and full understanding of animals both in their natural and free ranging environments. In addition to domesticated animals, such as zoological conservation sites, companion animals and those used in industry for food, clothes, and medicine.

I chose to highlight the courses detailed in A_CANDIDATE B_03, also seen in my transcript (A_CANDIDATE B_02), as I believe these are best applicable to the K&U for my application. I chose these subjects during my undergraduate degree, based on my desire to have

a full knowledge of the factors that influence animal behaviour, including but not limited to their genetics and evolution but also their Physiology and how this influenced animal behaviour.

Undertaking my MSc in Equine Science developed my K&U in Equine Behaviour, Welfare, Equitation Science, Nutrition, Reproduction, Physiology and critical research skills (the full details of my degree available in A_CANDIDATE B_05 and cross reference to K&U). Undertaking an MSc also develops problem solving skills and your ability to critically read current research and form best practice for Equines based on the current scientific thinking.

The K&U for my BSc and MSc is seen throughout my document on case studies below in addition to my postgraduate research (A_CANDIDATE B_06).

As a brief summary to my practical experience in these areas, which I speak to in more detail in supplementary material, I have worked with marine mammals in the SRUC Inverness were I was called out to the biggest mass stranding of Pilot Whales in Durness in 2011. I worked as a research assistant in Highland conservation with James Hutton, Aberdeen. As a research assistant for Marine life with St. Abbs marine station, were I was responsible for the welfare, care and husbandry of marine life. I trained equines and cared for the husbandry of Equines as a freelance groom and head groom at an eventing yard.

And while I was studying for my MSc, part time, I worked fulltime in Quality assurance and compliance within the pharmaceutical industry. Finally, I have also worked part time as a horse trek leader and coach. All these are fully detailed and the relevant K&U in my history documentation available in D_CANDIDATE B_01.

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

For the purpose of this section, to demonstrate how I apply this K&U, I have included a number of documents (redacted) that I provide to my clients that

demonstrate these skills.

- Training a focal point (step one to help establish targets). *D_CANDIDATE B_05*
- Target Training *D_CANDIDATE B_06, D_CANDIDATE B_07*
- What is Learning Theory? *D_CANDIDATE B_08*
- Play *D_CANDIDATE B_09*
- Protected Contact *D_CANDIDATE B_10*
- Harnessing *D_CANDIDATE B_11*
- Separation Anxiety *D_CANDIDATE B_12*
- Indoor Elimination *D_CANDIDATE B_13*
- Consent Based Petting *D_CANDIDATE B_14*
- Head shy horse *D_CANDIDATE B_15*

How did this Knowledge & Understanding change or improve your practice?

Please ensure you provide examples/detail to support your answers.

As you can hopefully see in the documents above, that I supply to my clients, which I created to support their training plans/assessments. This learning has been critical in communicating with my clients and disseminating knowledge in a jargon free manner.

I try to keep my language accessible and conversational. This is due to my training in Pharmaceutical and CRO. There is a requirement in human clinical trials that the language used is accessible for an 8-year-old child. You will see in my client documentation that I will use terms like '*Scrunches*' when talking about enrichment ideas. I will explain in simple terms about what a predator is, for canines, and their behavioural need to '*rip tear and chew… R.I.P. Mrs. Teddy* bear'.

While conversational English may seem less formal or professional, it is critical in communicating principles to the public/layman. I assume no prior knowledge, keeping my terms accessible, which also facilitates those with learning difficulties or who may be neurodivergent. I do not ask if clients have accessibility issues, however I try my best to ensure that my learning materials is as accessible as possible.

You will also see how I use photos and info graphs to support training material. As I am dyslexic, I find this also supports others who might have challenges with written text (education psychologist report A_CANDIDATE B_13).

Finally, I also have recently learnt to create online videos which I share with clients. I have this really supports them learn and understand.

- Video on target training to support clients

- Video on Cooperative care to support clients

- Video on head shy to support clients

You will see in the training documents on 'focal point' that this is primarily a lure. I have learnt to do this first with owners.

My goal is to create what I call a 'hand target' (basically nose targeting your hand, flat or in a fist), but first with a treat inside the hand as a fist. The dog naturally will look to the hand, this look is then marked with a 'yes', then the treat is given.

I find this approach to start with really helps owners, especially those who are unfamiliar with learning theory. I also find timing is better, as the dog will naturally look to the owner and is easy for the owner to see and mark, which better established a secondary reinforcer with the owners and dog.

Once established owner I teach owners in follow up sessions to remove the treat and just use a hand signal. We shape to no treat in the hand, when the dog 'looks' this is marked with 'yes' (or click), then a treat is provided from another hand. But I shape this over time once the owner understands how to mark. This is particularly useful with fearful dogs, and a protocol you will see in many of these cases, where the dog is fearful of a human hand due to previous associations with punishment. In these cases, it is clear to me that punishment has been used, however I do not directly address this with the owner. Instead, I will provide follow up information on the negative effects of punishment. This helps support the human element, as

often owners can feel embarrassed or ashamed. As such I opt for a more indirect approach, as there are many barriers to human behavioural change. First I target knowledge and then support the owner on a new method, just because they know something does not mean they will do it.

I call this type of targeting a 'Focus' or 'focal point' as this helps owners understand better what the training is, reduces the stress for dogs, particularly those with associations connected with punishment, and indirectly supports learning for the owner about the effects of punishment.

My K&U in human behavioural change for animals has really helped me break down these steps. Desired behaviours need to be modelled, rehearsed and reinforced not just explained. We need to help owners believe, not in **our** ability to solve the problem but in **their** ability to solve the problem.

While I appreciate that this is a form of a visual lure, and I will state clearly here that luring has its limitation in animal learning. It does have a value in these cases. I like to use this in cases where owners struggle with marking a behaviour, this type of targeting can be an easy steppingstone for them. Owners can see quickly that they are able to train something simple, this gives them confidence and promotes further learning and motivation for the owner.

Knowledge section/ Knowledge & Understanding number(s):

APEL Reflective Accounts Form for The Interaction between Health and Behaviour: K13, K14, K15, K16, K17, K18, K19, K20

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB , with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: CANDIDATE B

Knowledge section/ Knowledge & Understanding number(s):

The Interaction between Health and Behaviour: K13, K14, K15, K16, K17, K18, K19, K20

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

K13: BSc Hon (2.1) Zoology: Organismal biology, The cell, Vertebrate zoology, Animal physiology. **MSc Equine Science:** Equine Digestion & Nutrition, Equine Exercise Physiology.

K14: BSc Hon (2.1) Zoology: Animal physiology, Genes and evolution, Molecular ecology and evolution. **MSc Equine Science:** Equine Behaviour and Welfare

K15: MSc Equine Science: Equine Behaviour and Welfare, Equitation Science, Equine Reproduction, Equine Digestion & Nutrition, Equine Exercise Physiology

K16: BSc Hon (2.1) Zoology: Animals in captivity, Animal behaviour. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Reproduction, Equine Digestion & Nutrition

K17: MSc Equine Science: Equine Behaviour and Welfare, Equitation Science, Equine Reproduction, Equine Exercise Physiology

K18: MSc Equine Science: Equine Behaviour and Welfare, Equitation Science, Equine Digestion & Nutrition, Equine Exercise Physiology

K19: MSc Equine Science: Equine Digestion & Nutrition, Equine Exercise Physiology

K20: MSc Equine Science: Equine Digestion & Nutrition, Equine Exercise Physiology

A Oral Presentation 13. 15th International Society for Equitation Science

Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04*

A Education Provider 4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care.

Document numbers A_CANDIDATE B_08

A Education Provider 5 Level 2 Award in Riding Horses, safely on the Public Highway.

Document numbers A_CANDIDATE B_09

A Education Provider 6 Level 2 Award in The Principles of Horse Care.

Document numbers A_CANDIDATE B_10

A Education Provider 7 Stage Two Rider Leader. *Document numbers A_CANDIDATE B_11*

C Self-directed learning – *C_CANDIDATE B_01, C_CANDIDATE B_02*

D Previous work history – *Document number D_CANDIDATE B_01*

D Case Studies - *Document number* D_CANDIDATE B_16 and D_CANDIDATE B_17

Why did you choose to undertake this learning?

 Outside of my formal education, which I have discussed in Reflective accounts one to three (R_CANDIDATE B_01 to R_CANDIDATE B_03). My K&U from my BSc and MSc gives me extensive knowledge in physiology, genetics, veterinary terminology, medical disorders, etc.

I will now speak to my time working in pharmaceutical and clinical research organisation. Which I believe is very relevant for this part of the standard.

I first will discuss why I undertook work within the pharmaceutical and clinical research organisation (CRO) sector.

Honestly, money.

Undertaking a MSc was expensive, but something I was passionate about and enjoyed the learning experience. I struggled to cover the financial cost, by working

as a groom with horses. Particularly given the nature of the equine industry, my skills and expertise were not adequately renumerated. As such I leverage the fact that I had a BSc Hon (possessing transferable skills) to work in other scientific sectors.

I chose CROs and Pharma as they are a prevalent industry in Ireland, they supported my love of science, problem solving and critical thinking. It also gave me a number of transferable skills.

Hopefully, during your review you will note the comprehensive manner in which I have organised my APEL application as a demonstration of one of my skill sets.

How is your learning relevant to the Knowledge & Understanding?

While I was studying for my MSc, part time, I worked fulltime in Quality assurance and compliance within the pharmaceutical industry. I have also worked part time as a horse trek leader and coach. All these are fully detailed and the relevant K&U in my history documentation available in D_CANDIDATE B_01.

To further develop on this, my industry experience also gives me insights into; Interaction between Health and Behaviour.

During my time in Pharmaceuticals and CRO I had to develop an entirely new understanding of the industrial regulations and compliance surrounding this industry. Namely this came from the EudraLex, EU Legislation in the pharmaceutical sector and HRPA (health product regulatory authority).

I had to learn how to; be responsible for and manage quality events and compliance issues, handling client data, submission of severe adverse events (SAE) to the HPRA, which I did for animal health care products (the full details of my work history available in D_CANDIDATE B_01).

Both my education and work experience has provided me with a robust skill set in how to gather, record and managed data critically, scientifically and adhering to

regulatory standards (i.e. GDPR, cGMP, GLP and other clinical and regulatory standards required in the pharmaceutical industry) (Examples of consent forms can be seen D_CANDIDATE B_18 and D_CANDIDATE B_19).

I have also learnt critical skills to understand and source information from the Pharmacopoeia (both USP, American, and Ph. Eur., European). While my knowledge of Psychopharmacology treatments currently available/ on the market for animal behaviour modification is limited, my ability to understand and source information from the Pharmacopoeia and other regulations is vast. For example, Paracetamol while off licence can be used as a painkiller in both Canines and Equines. The dose delivery of paracetamol is 33mg/kg of BW max three times daily for Canines, and for Equines is 20mg/kg BW in a 12hrs period. While I would never prescribe any medication to any client, this is the role of a Veterinary consultant, I write this as a demonstration of my K&U within pharmacology.

All of this skill I have brought with me into my behaviour consultancy practice.

Both CRO and Pharma required working with MD and VMD to ensure safeguards are in place for all clients (animal and human). From the handling of data, to reporting of safety metrics in the cases were there could be a danger to life or a SAE.

All patient data and working within a CRO/GMP environment requires a high degree of professional conduct and client confidentiality when handling and managing clinical data. The details of which I have extensively outlined in D_CANDIDATE B_01 with reference to each K&U and have carried into my work as a behaviourist.

I believe that my K&U in all these areas brings with it a unique set of skills that are critical for a CAB, from understanding the ethical consequence of re-floating whales and when euthanasia maybe required, to handling sensitive data during pharmaceutical clinical trials. I hope that I have clearly demonstrated these skills in my Case studies and documentation presented to clients for training plans below.

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

For example: Nonsteroidal anti-inflammatory drug (NSAIDs) in both canines and equines can have significant gastrointestinal consequences, i.e. gastric ulcers, irritation and bowel upset, especially seen in long term use. Understanding the implication of both types of pain management within pharmaceutics and their potential effects on Equine or Canine behaviour is a critical component of my work.

Keeping with NSAIDs, should a horse be placed on a NSAIDs and the horses' behavioural issues regarding touch of the abdomen, girthing and aggressive issues towards human handling increase, regardless of behavioural modification. This would lead me to advise seeking veterinary advice regarding gastric ulcers, given the increased risk of NSAIDs and gastric intestinal issue. Research would also suggest that supplements such as 'Devils claw' (*Harpagophytum procumbens*) can provide anti-inflammatory support without impacting gastrointestinal issues the same way. While this supplement is illegal in FEI competition use, it is OTC and safe to use in horses with gastrointestinal issues and research demonstrates can support inflammation.

Please see D_CANDIDATE B_16 and D_CANDIDATE B_17 as an example of when I have provided a behavioural assessment and advised Veterinary treatment as an example of how I communicate with other professionals.

I have already discussed the Kyle of Durness (RA_CANDIDATE B_01) and supporting the whales. What I did not speak to is the use of immobilon which we used to euthanise 4 whales. This was administered by a Veterinary Surgeon. During my time in the SRUC, I was present for the euthanasia of many animals (wild, captive/farm). In all of these cases I understand the legality and use of psychopharmacological intervention and administration via Veterinary Surgeon.

The diagnosis, prescription and use of drugs and provision of advice is the sole responsibility of a Veterinary surgeon. You will see in D_CANDIDATE B_16 I advise that I believe there is an underlying health condition I wish to be investigated by a Veterinary surgeon (while I believe this was gastrointestinal in nature, it is beyond my role to diagnose).

In D_CANDIDATE B_17 I give an example of reconcile, however I clearly state, *'Your Vet will be able to provide you with greater detail of all the options available to you'* and *This is obviously a conversation I recommend you with your vet, you Vet will be able to advise if this is the correct path for XXX'*

Cooperative care is a very important part of behavioural modification for veterinary treatments and one I actively work on to support clients and animals during time of ill health.

I provide prospective clients with information on this type of training via my blog and a short YouTube video on how cooperative care works.

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

I am very careful in my practice to not diagnose conditions, if I believe there is pain (based on the behaviour signs I see, see document C_CANDIDATE B_01 and C_CANDIDATE B_02 as an example of the horse grimace scale and ridden behavioural pain ethogram) I will recommend these clients seek advice from their veterinary consultant. I will explain and show the behavioural indicators of pain and provide these to the vet.

With horses, the consequences of medical disorders (i.e. kissing spines, lameness, oral discomfort) are important considerations in any training programme. I will

often see these as 'rehabilitation case' as the horse recovers. The horse has often learnt compensatory behavioural patterns around the medical disorder, in these cases positive reinforcement training (which I advocate for in all my cases) can have excellent results in supporting movement health as well as behavioural modification.

Issues were, for example gastric ulcers are being treated, will make behavioural modification regarding girthing and saddling challenging. Joint mobility or an underlining pathology in the muscular skeletal issue of the horse, will negatively impact training for trailer loading. There are a multitude of consequences between health and behaviour, and I do my best to clearly understand these when working with my clients.

One way I find this has improved my service is to ask the following questions in my client intake form and during initial phone calls:

1. I clearly explain to owners on the phone that my role is to assess the behaviour and provide them with an understanding of what is happening. To help define a root cause for the behaviour and help develop strategies to improve the issue they face. I provide an assessment, shaping plans, coaching and support owners on how to modify the behavioural issue they are facing.

   a. I phrase this in such a way that helps them understand that they are the best trainer for their dogs/horses, I am here to coach and guide them. Providing solutions that best suit their circumstances and the needs of their dogs/horses based on ethical and scientific training principles.

2. I include the following questions in my client form before I take a case history, to ensure that I am safe and ascertain any medical issues, which allows me an open line of communication with their veterinary practitioner:

   a. Has there been any aggressive incidence? Please describe -

> *including how much damage was inflicted (e.g., no skin contact, scratch, stitches, etc.)*
>
> b. *Are there any medical issues? If so please discuss, including any current medication.*
>
> c. *Do you give Bright Horse and Hound permission to discuss your case with your veterinarian, if required?*
>
> d. *Please provide your Veterinarian Contact Information (Name of practice and phone number), as well as Date of last veterinary exam: (optional)*
>
> Even in very challenging circumstances where I have recommended veterinary referral to investigate pain, I find I have an open conversation between clients and their veterinary consultants.

Knowledge section/ Knowledge & Understanding number(s):

APEL Reflective Accounts Form for Clinical Procedures K21, K22, K23, K24, K25, K26, K27, K28, K29, K30

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB , with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: Candidate B

Knowledge section/ Knowledge & Understanding number(s):

Clinical Procedures K21, K22, K23, K24, K25, K26, K27, K28, K29, K30

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

K21: **BSc Hon (2.1) Zoology:** Animals in captivity, Animal behaviour. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science

K22: **BSc Hon (2.1) Zoology:** Animals in captivity, Animal behaviour. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science

K23: Making Change Happen – Education Provider 8, Book 'How to change things. Switch, when change is hard' by Chip and Dan health, Education Provider 3 Higher Certificate in Training Delivery and Evaluation.

K24: Making Change Happen – EP8, Book 'How to change things. Switch, when change is hard' by Chip and Dan health, EP3 Higher Certificate in Training Delivery and Evaluation.

K25: Making Change Happen – EP8, Book 'How to change things. Switch, when change is hard' by Chip and Dan health, EP3 Higher Certificate in Training Delivery and Evaluation, work experience in Pharmaceuticals.

K26: EP3 Higher Certificate in Training Delivery and Evaluation, work experience in Pharmaceuticals.

K27: **MSc Equine Science:** Research Methods in Equine Science, Equine Science Dissertation. Higher Certificate in Training Delivery and Evaluation, work experience in Pharmaceuticals.

K28: **BSc Hon (2.1) Zoology:** Foundation skills for life sciences, Zoology field course, Experimental design, analysis and presentation, Animals in captivity,

Animal behaviour, Zoology research project. **MSc Equine Science:** Research Methods in Equine Science, Equine Science Dissertation

K29: MSc Equine Science: Equine Behaviour and Welfare, Equitation Science, Equine Digestion & Nutrition

K30: MSc Equine Science: Equine Behaviour and Welfare, Equitation Science, Equine Exercise Physiology.

A Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04*

A EP3 Higher Certificate in Training Delivery and Evaluation. *Document number A_CANDIDATE B_07*

A Education Provider 4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care.

Document numbers A_CANDIDATE B_08

A Education Provider 5 Level 2 Award in Riding Horses, safely on the Public Highway.

Document numbers A_CANDIDATE B_09

A Education Provider 6 Level 2 Award in The Principles of Horse Care.

Document numbers A_CANDIDATE B_10

A Education Provider 7 Stage Two Rider Leader. *Document numbers A_CANDIDATE B_11*

B Non-assessed courses - B_CANDIDATE B_01, B_CANDIDATE B_02

D Previous work history – *Document number D_CANDIDATE B_01*

D Canine Case Studies – *Video, report D_CANDIDATE B_20, D_CANDIDATE B_17*

D Equine Case Studies – *Video, D_CANDIDATE B_21*

D 'How horses learn' webinar – *Power point D_CANDIDATE B_25*

D Training documentation - *D_CANDIDATE B_05 to D_CANDIDATE B_15*

D Consent forms - *D_CANDIDATE B_18 and D_CANDIDATE B_19*

Why did you choose to undertake this learning?

I undertook the course 'Making Change Happen' (B_CANDIDATE B_02) with Education Provider 8 to help me learn how to communicate better and meet owners where they are at. I undertook this course as I recognise there is a great deal of human psychology required as a behaviourist and I wanted to develop these skills.

In addition, I recognise that there have been advancements in Canine behaviour since my BSc. As such I undertook a course in Canine Body Language for Pet Professionals (B_CANDIDATE B_01) to better understand current practice and extend my K&U.

Working in CROs and Pharma not only supported my love of science, problem solving and critical thinking. It also gave me a number of transferable skills in clinical practice.

I had to develop learning in; coaching and training (Certified in Training Delivery and Evaluation A_CANDIDATE B_07), where I was responsible for the delivery of compliance-based training for cGMP (good manufacturing practices as established by EudraLex) and GLP (good laboratory practices as established by ISO 9001).

I worked on creating learning platforms in Pharma, created/delivered training sessions which also extended to my part time work teaching/coaching horse riding.

I try to keep my language accessible and conversational. This is due to my training in Pharmaceutical and CRO. There is a requirement in human clinical trials that the language used is accessible for an 8-year-old child.

How is your learning relevant to the Knowledge & Understanding?

My K&U in human behavioural change for animals (B_CANDIDATE B_02) has really helped me break down these steps for clients and grown my own skills in HBC. Desired behaviours need to be modelled, rehearsed and reinforced not just explained. We need to help owners believe, not in **our** ability to solve the problem but in **their** ability to solve the problem. This has developed my communication skills and ability to teach/counsel clients more effectively.

Canine Body Language for Pet Professionals has helped me recognise and record behavioural indicators of stress to clients regarding canine calming signals (D_CANDIDATE B_03).

My certificate in Training Delivery and Evaluation (A_CANDIDATE B_07) has developed my communication skills, human physiology, developing training plans and applying these in a structured manner.

Working fulltime in Quality assurance and compliance within the pharmaceutical industry, further developed with my industry experience also gives me insights into; Clinical Procedures. I was responsible for the delivery of compliance-based training for cGMP (good manufacturing practices as established by EudraLex) and GLP (good laboratory practices as established by ISO 9001). This required good communication skills, and the ability to transfer knowledge.

I worked on creating learning platforms in Pharma, created/delivered training sessions which also extended to my part time work teaching/coaching horse riding.

As you can hopefully see in the documents I supply to my clients (See type D evidence, D_CANDIDATE B_05 to D_CANDIDATE B_15), which I created to support their training plans/assessments. This learning has been critical in communicating with my clients and disseminating knowledge in a jargon free manner. I try to keep my language accessible and conversational. You will see in my client documentation that I will use terms like '*Scrunches*' when talking about enrichment ideas. I will explain in simple terms about what a predator is, for canines, and their

behavioural need to '*rip tear and chew… R.I.P. Mrs. Teddy* bear' (See D_CANDIDATE B_06).

While conversational English may seem less formal or professional, it is critical in communicating principles to the public/layman, and is a requirement in human clinical practice. I assume no prior knowledge, keeping my terms accessible, which also facilitates those with learning difficulties or who may be neurodivergent. I do not ask if clients have accessibility issues, however I try my best to ensure that my learning materials is as accessible as possible.

You will also see how I use photos and info graphs to support training material. As I am dyslexic, I find this also supports others who might have challenges with written text (education psychologist report A_CANDIDATE B_13).

During my time in Pharmaceuticals and CRO I had to develop an entirely new understanding of the industrial regulations and compliance surrounding this industry. Namely this came from the EudraLex, EU Legislation in the pharmaceutical sector and HRPA (health product regulatory authority).

I had to learn how to; be responsible for and manage quality events and compliance issues, handling client data, submission of severe adverse events (SAE) to the HPRA, which I did for animal health care products (the full details of my work history available in D_CANDIDATE B_01).

Both my education and work experience has provided me with a robust skill set in how to gather, record and managed data critically, scientifically and adhering to regulatory standards (i.e. GDPR, cGMP, GLP and other clinical and regulatory standards required in the pharmaceutical industry) (Examples of consent forms can be seen D_CANDIDATE B_18 and D_CANDIDATE B_19).

I have also learnt critical skills to understand and source information from the Pharmacopoeia (both USP, American, and Ph. Eur., European). All of this skill I have brought with me into my behaviour consultancy practice.

Nonsteroidal anti-inflammatory drug (NSAIDs) in both canines and equines can have significant gastrointestinal consequences, i.e. gastric ulcers, irritation and bowel upset, especially seen in for long term use. Understanding the implication of both types of pain management within pharmaceutics and their potential effects on Equine or Canine behaviour is a critical component of my work.

Both CRO and Pharma required working with MD and VMD to ensure safeguards are in place for all clients (animal and human). From the handling of data, to reporting of safety metrics in the cases were there could be a danger to life or a SAE.

All patient data and working within a CRO/GMP environment requires a high degree of professional conduct and client confidentiality when handling and managing clinical data. The details of which I have extensively outlined in D_CANDIDATE B_01 with reference (where appliable) to each K&U and have carried into my work as a behaviourist.

I believe that my K&U in all these areas brings with it a unique set of skills that are critical for a CAB, from understanding the ethical consequence of re-floating whales and when euthanasia maybe required, to handling sensitive data during pharmaceutical clinical trials.

I hope that I have clearly demonstrated these skills in my Case studies and documentation presented to clients for training plans.

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

I will speak to two aggressive cases. One which ended in euthanasia and the other which is ongoing with good success.

Case Canine:

Ma Cocker Spaniel, 1yr 3months, presenting with fear based aggression.

Owner reported: *Fear based aggression and biting. Red cocker spaniel. High anxiety, people and other dogs (biting). Put hand out yesterday and he bit on the arm. Not the first biting. 6 months ago, bit stranger, the guy stepped on his paw. He meets people sniffs and then explosive barking – and Other dogs. Struggles to take treats with high anxiety - 2 lessons with a trainer, and we gave up (Last April, less than 6 months). Very reluctant to go in to place with trainer (inside a warehouse). Seriously Concerned about the dog and family.'*

This owner rang me after a discussion with their Vet, who referred me on for a behavioural assessment. The owner was very upset, concerned and afraid for his children and himself. The majority of this phone call was counselling and supporting the owner, who was quite distressed. I stayed on the phone for over 1hour. We booked a date for my assessment and the owner sent me on the below video of the behaviour.

This is something I often experience, a phone call where I counsel an owner. It is not always the case they book in for an assessment, sometimes I find people just need to talk to someone, HBC can take time and they might not be ready for an assessment.

☞ **Owner provided video canine:** Document D_CANDIDATE B_20

You will see in this video I have annotated, where applicable, to demonstrate to you the behaviour I observed, based on my K&U regarding behavioural disorders. (hopefully this is a clear demonstration of *'recording information relevant to the diagnosis of a behavioural disorder and how to critically evaluate and appraise it'* along with the other video evidence and documents I have provided.)

The initial consultation was over before it begun, due to highly aggressive behaviour. I have described the events included in my behavioural report for the veterinary consultant (D_CANDIDATE B_17).

The rest of this initial consultation was 1.5hr sat with the owners (dog returned to the house) counselling on their options and supporting them through a challenging decision.

At no point did I mention euthanising or tell them the path to take, I only

counselled them through the options. Gave them permission to grieve, without judgment, and did my best to be an active listener.

Active listening is an important skill as a behaviourist. It requires that I listen attentively to my clients, understand what they're saying, respond/ reflect on what's being said without judgement.

Often owners can feel, in these situations, that they did something wrong, that they are to blame for the behaviour their dog presents. These owners were torn between the love they had for this dog, the fear for their safety/their children and the grief of their children's love for the dog should they choose to put their dog to sleep. These are all complex emotions that need to be approached with kindness, compassion, but with realistic expectations for behavioural modification.

Summary of behavioural issue (based on assessment and owner reported):

For the ease of reading, the full details of this case can be found in the document referenced below.

Redacted assessment for Canine ('Behavioural assessment): Document D_CANDIDATE B_17

During our consultation I discussed all the options with the owners and help council them as best I could. There was a great deal of upset, understandably. I provided them with the above assessment to give to their vet and advised them to speak with their vet as soon as possible.

Their Vet called me to discuss the report. During this time the owners felt they wanted to try and medicate with reconcile, which the vet was happy to support. However, the behaviour did not improve, with another aggressive incident with their children. The owners made the choice to euthanise this Canine.

It is never easy knowing that a dog you assessed has now been put to sleep. You feel personally responsible, as the decision was made based on your assessment. This is not why we do what we do. However, I understand that the owners feared

for their safety and the safety of their children. This I can appreciate, with multiple bites and a complex behavioural issue. At times owners can feel overwhelmed with limited options.

Outcome, reflection:

This was one I cried over. I felt like I failed, maybe if I knew more, I could help this dog. Even in my heart I knew this was an outcome I would expect given the numerous bites and behaviour I observed. The safety of young children was paramount, in addition I personally felt rehoming this dog would increase his levels of stress/anxiety and not necessarily be the best option.

Although on reflection I was able to support this family and give them permission to grieve, helping them understand the behavioural issues they faced, why it was happening and explore all options available to them (medication, behavioural modification, the outcomes and other trainers). It is still a challenging line to walk when you care for an animal but recognise the danger that these behaviours bring to children.

The feedback from the owner:

Hi Candidate B, thanks I visited with a vet in LOCATION to get his advice. I brought your report with me. He asked that we call him that evening to give him a chance to read the report and speak to you. I hope that is ok. I'll reach out soon. Thank you OWNER NAME'

Hi Candidate B

We have spoken with the vet and discussed DOG NAME and he concurred that really the only option is to put him to sleep.

We now need to work it all out on an emotional level with the kids. I'd say we'll take a trip up to the vet in a week or two. Meanwhile DOG NAME seems to be responding a little bit to the reconcile meds, certainly seems a bit quieter however he has been aggressive with the kids and today saw a dog across the road and went absolutely mental. We haven't taken him out for walks as per your advice

other than one occasion when I brought him up to LOCATION gardens which he loved (although there were a few hair raising moments). DOG NAME has also been sleeping a lot but we play a good bit with him in the evening time. It's a sad situation but the sooner we cross the bridge the sooner we'll get to the other side especially with the kids.

Once again thanks so much for your help it's been absolutely monumental and really helped us out. Thank you OWNER NAME'

It is hard to receive such positive feedback from a client, when the outcome is the destruction of life. How can someone be so grateful, when it's not the best outcome?

I am glad that I was able to give these owners the support they needed. And I am grateful that this is a skillset I have.

I am reminded that it is not my responsibility to fix each and every issue. Even if I wish I could.

Case Equine:

Fe Dales Pony, 4yr, presenting with biting/ aggressive behaviour, some stereotypes.

This is an on-going case I am supporting remotely. I have a colleague in the UK, on the ground, who is an accomplished trainer with no behavioural background but with an excellent application of learning theory. As she lacks the behavioural back ground, we are collaborating on this case, as she was unsure how to proceed.

As you will see in the video, I have included a full video of the initial assessment, and our current progress:

☞ **Owner provided video:** Document D_CANDIDATE B_21

This horse is presenting with a number of behavioural issues. After reviewing the footage, I had an online consultation with the owner and trainer.

I am supporting the trainer by providing a behavioural modification plan,

reviewing the footage remotely and guiding the owner/trainer online.

This behavioural modification plan used protective contact, targeting and shaping to reduce fear/anxiety behaviours displayed. As well as supporting owner/trainer to recognise regarding calming signals this horse was displaying (i.e. re-train the horse that we will listen and owner to see them).

This is an on-going case, but as you will see in the video it is having great success. I am pleased to say we are making excellent progress. Last week she had her feet trimmed (first time in 6 months due to many aggressive attacks) and the owner has been safely able to brush her horse again.

Other communication skills:

I regularly provide webinars about horse behaviour (D_CANDIDATE B_25) and other areas on a voluntary bases to support my local community.

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

It was after this canine case that I undertook the course 'Making Change Happen' with the Education Provider 8 to help me learn how to communicate better and meet owners where they are at. I undertook this course as I recognise there is a great deal of human psychology required as a behaviourist and I wanted to develop these skills. Although on reflection I think I supported these owners well, I recognise that developing my skills in this area is important. It will be a lifelong journey, I am sure. And will do my utmost to keep developing.

This course has helped me greatly since then, learning how to meet people where they are.

I've also applied EP8 to case equine. The farrier (not person on video) and owner were quite traditional. Changing their human behaviour has been a challenge. As

well as keeping motivation up throughout, as this has been a long journey (4 months and on-going). However, getting a small win (brush her own horse), has really helped the human side of things. Giving this owner motivation about the plan. Finally, successfully trimming her feet, was a massive win for all involved.

The human animal interaction can not be understated. People keep animals for all sorts of reasons, but emotional support and joy is a big driver.

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB , with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: Candidate B

Knowledge section/ Knowledge & Understanding number(s):

Law and Ethics L31, K32, K33

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

K31: BSc Hon (2.1) Zoology: Animals in captivity. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Reproduction, Research Methods in Equine Science, Equine Science Dissertation

K32: MSc Equine Science: Research Methods in Equine Science, Equine Science Dissertation

K33: BSc Hon (2.1) Zoology: Animals in captivity, Zoology research project. **MSc Equine Science:** Equine Behaviour and Welfare, Equitation Science, Equine Reproduction, Research Methods in Equine Science, Equine Science Dissertation

A Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04*

A Education Provider 4 Level 1 Certificate in Riding Horses, Horse Knowledge and Care.

Document numbers A_CANDIDATE B_08

A Educational Provider 5 Level 2 Award in Riding Horses, safely on the Public Highway.

Document numbers A_CANDIDATE B_09

A Education Provider 6 Level 2 Award in The Principles of Horse Care.

Document numbers A_CANDIDATE B_10

A Education Provider 7 Stage Two Rider Leader. *Document numbers A_CANDIDATE B_11*

C Self-directed learning – *See C_CANDIDATE B_03*

D Previous work history – *Document number D_CANDIDATE B_01*

D Consent forms - *Document number D_CANDIDATE B_18, D_CANDIDATE B_19*

D Insurance documentation - *Document number D_CANDIDATE B_22, D_CANDIDATE B_23*

Why did you choose to undertake this learning?

I have always had a passion for animal behaviour and welfare, particularly for domestic animals who share space with us humans. By the very fact that we have created species, via domestication, to share our lives with, I believe puts the onus on us to ensure we meet their needs. This does not just mean their basic needs, but also behavioural. We should endeavour to meet our animals' species-specific behavioural needs.

My drive to learn everything I can to support and improve equine welfare has not wavered. But of course, anyone who is applying to be a CAB will likely feel as I do.

I chose to study Zoology, for my undergraduate degree, in 2008. I wavered between a pure Animal behaviour undergraduate and Zoology, selecting both in my UCAS application.

I find I am more open minded and inclusive towards demographics who, for example, hunt or use agricultural animals, which I may not personally support. It means I have developed a skill set to allow me to support Education Provider 8 and improve animal welfare.

For my BSc Hon dissertation I studied 'The role of density dependence on the development of territorial behaviour in captive bred juveniles of Apistogramma agassizi' (the abstract of which is available in A_CANDIDATE B_03 pg. 12). I was particularly interested in the effect of confined spaces for domestic animals and the effect of negative welfare states. At the time, which you will see in my work history (D_CANDIDATE B_01), I was particularly interested in marine mammals.

During this time 'Black fish' and Sea World were under increased scrutiny from the public. This was the motivation for my interest in this area of research, regarding the welfare and captivity of marine life.

On completion of my undergraduate, I worked in a number of different areas (see work history available in D_CANDIDATE B_01) while I figured out what I wanted to pursue as my career.

I felt driven, and still very much do, to improve the welfare of equines within the industry. At the time I recognised that there were significant gaps in my knowledge and education, which drove me to undertake the MSc and EP4,5,6,7 qualifications (see A_CANDIDATE B_008, A_CANDIDATE B_09, A_CANDIDATE B_10, A_CANDIDATE B_11). Achieving my masters was not only one of my proudest moments but began a comprehensive education journey, that I am still on today.

I have already described myself as someone who has a growth mindset. This frustration grabbed me, in 2013 and I haven't stopped since. I undertook my MSc (2014 to 2018), I completed courses with EP4,5,6 and 7 (2013-2019), I kept reading, I coached, I trained horses and published my research with ISES 2019 (see A_CANDIDATE B_06, A_CANDIDATE B_12, and D_CANDIDATE B_04).

Finally, I will discuss why I undertook work within the pharmaceutical and clinical research organisation (CRO) sector.

Honestly, money.

Undertaking a MSc was expensive, but something I was passionate about and enjoyed the learning experience. I struggled to cover the financial cost, by working as a groom with horses. Particularly given the nature of the equine industry, my skills and expertise were not adequately renumerated. As such I leverage the fact that I had a BSc Hon (possessing transferable skills) to work in other scientific sectors.

I chose CROs and Pharma as they are a prevalent industry in Ireland, they supported

my love of science, problem solving and critical thinking. It also gave me a number of transferable skills.

How is your learning relevant to the Knowledge & Understanding?

I chose to highlight the courses detailed in A_CANDIDATE B_03, also seen in my transcript (A_CANDIDATE B_02), as I believe these are best applicable to the K&U for my application. The subjects extensively covered animal welfare law and ethics, which was further expanded during our practice assessments and dissertation.

Equine behaviour and welfare, Equitation Science (MSc) also developed K&U in equine welfare, law and ethics. Which was put into practical application for my dissertation.

I was also required in both my undergraduate and postgraduate to complete, risk assessment, ethical review (for the use of animals in my research) and informed consent (Examples of consent forms can be seen D_CANDIDATE B_18 and D_CANDIDATE B_19). As you can see I bring consent forms into my current work with organisations. Informed consent means that I must:

- Read the consent to the person (do not assume literacy).

- Write the language jargon free, make the wording accessible.

- Give them an opportunity to ask questions.

- And ensure that they understand they are free to remove themselves at any time.

While I was studying for my MSc, part time, I worked fulltime in Quality assurance and compliance within the pharmaceutical industry. Finally, I have also worked part time as a horse trek leader and coach. All these are fully detailed and the relevant K&U in my history documentation available in D_CANDIDATE B_01.

To further develop on this, my industry experience also gives me insights into; Law and Ethics.

During my time in Pharmaceuticals and CRO I had to develop an entirely new understanding of the industrial regulations and compliance surrounding this industry. Namely this came from the EudraLex, EU Legislation in the pharmaceutical sector and HRPA (health product regulatory authority).

I had to learn how to; be responsible for and manage quality events and compliance issues, handling client data, submission of severe adverse events (SAE) to the HPRA, which I did for animal health care products (the full details of my work history available in D_CANDIDATE B_01).

The regulation, law and ethics in working in a CRO and pharmaceuticals are incredibly robust. And these skills I have brought with me into my work. Both my education and work experience has provided me with a deep understand regarding how to gather, record and managed data critically, scientifically and adhering to regulatory standards (i.e. GDPR, cGMP, GLP and other clinical and regulatory standards required in the pharmaceutical industry)

I have also learnt critical skills to understand and source information from the Pharmacopoeia (both USP, American, and Ph. Eur., European). All of these skills I have brought with me into my behaviour consultancy practice.

While UK, relating to the ownership and use of animals, and the duties of the Clinical Animal Behaviourist/Veterinary Surgeon differs somewhat to that of Irish legislation. There are only small differences.

I stay abreast on the current legislation relating to the welfare, keeping and control of equines, donkeys and hybrids, as well as Dogs, Greyhounds, Guard Dogs under Irish law.

The Animal Health and welfare act 2013 governs health and welfare, along with identification, and sale of animals in Ireland. I have included the details on this and my K&U in C_CANDIDATE B_03.

Both CRO and Pharma required working with MD and VMD to ensure safeguards are in place for all clients (animal and human). From the handling of data, to reporting of safety metrics in the cases were there could be a danger to life or a SAE.

All patient data and working within a CRO/GMP environment requires a high degree of professional conduct and client confidentiality when handling and managing clinical data. The details of which I have extensively outlined in D_CANDIDATE B_01 with reference (where appliable) to each K&U and have carried into my work as a behaviourist.

I am fully covered as CANDIDATE B trading as CANDIDATE B'S BUSINESS TITLE (see D_CANDIDATE B_23) for Professional, Public and Products Liability Policy, Commercial Legal Protection Policy via Axa Insurance for Equine consultancy.

I am also fully covered as CANDIDATE B as a Pet Behaviourist (see D_CANDIDATE B_22) for Public and Products Liability, Professional Indemnity and Animal Injuries (Accidents and Expenses) via Pet Business Insurance for Canine consultancy.

Both insurance policies cover me for the Jurisdiction: Republic of Ireland. Both on my website and in correspondence with clients I operate a code of conduct and ethical advertising at all times. I leverage off already established CoC by the IAABC and ABTC, as I believe in these principles. Further to this my prior learning has transferred from CRO/Pharma, in that I operate a transparent and ethical business as described by compliance regulations within CRO/GMP.

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

Please understand that I am very limited in giving specific examples, in writing, from my time working in a Clinical research organisation (due to agreements surrounding patient safety data) and confidentiality agreements in Pharmaceuticals. These agreements are highly regulated, given the nature of the work in human trials and pharmaceuticals. I have done my best to give an overview of my work experience (D_CANDIDATE B_01), as jargon free as possible.

I hope that my examples of consent forms and my work history demonstrates my understanding of the law and ethics surround the use of animals/humans in a number of different settings.

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

I ensure that I am fully insured and protected with cover for 'Professional Indemnity'. I only speak to areas which I am fully qualified, referring on to other professions where needed.

I have transferred a number of skills from CRO/Pharma into my business, through on the job learning and training I received during my time in this industry. Client confidentiality is of utmost importance to me and I keep all data on a password protected business account (separate from my personal account). I have an excellent understanding regarding the handling of client information, GDPR and consent.

When I collect my clients information, I do so with an online booking systems where they must agree to the below statement:

Example of most recent client book in:

Customer consented on 15 May 2023 09:19 to the following: Consent text: *Do you agree to have your data processed by CANDIDATE B BUSINESS TITLE? Occasionally, as a Behaviourist, we may present lectures or case studies (fully anonymised) to*

other qualified animal behaviourist, to support behavioural modification and treatment. All personal data provided is kept confidential, any information provided is protected under GDPR where your individual rights are protected under data protection. You are free to remove your consent and data from our system at any time. By ticking this box you are agreeing to this.

Knowledge section/ Knowledge & Understanding number(s):

APEL Reflective Accounts Form for Critical Analysis and Research K34, K35, K36

APEL Reflective Accounts Form (for CAB role)

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.

Note regarding reflective account:

I hope I have organised this application in such a way that the mapping document clearly outlines which course/degree applies to which section, cross referencing where applicable for ease of use. I have included a comprehensive reflection and linked to documentation I use as training materials for my clients (redacted).

You may notice that I have changed some of the formatting, I have some accessibility issues (dyslexia) and have changed some of the formatting and headers to support my learning difficulty. I hope this is acceptable, I find it easier to read certain fonts and need things like page numbers to help me navigate. Please see educational psychologist report A_CANDIDATE B_13.

I have done my utmost to explain how each section and experience pertains to the ABTC standard for CAB , with a view to answer the questions posed in the reflective form.

I hope this is acceptable, clear, and easy to read. I have many years of education and experience and did my best to make this as easy to assess as possible.

Name: Candidate B

Knowledge section/ Knowledge & Understanding number(s):

Critical Analysis and Research K34, K35, K36

What was the nature of the learning?

A BSc Hon (2.1) Zoology, Education Provider 1. *Document numbers A_CANDIDATE B_01, A_CANDIDATE B_02, A_CANDIDATE B_03*

A MSc Distinction Equine Science. Education Provider 2. *Document numbers A_CANDIDATE B_04, A_CANDIDATE B_05*

K34: BSc Hon (2.1) Zoology: Foundation skills for life sciences, Zoology field course, Experimental design, analysis and presentation, Zoology review essay, Zoology research project. **MSc Equine Science:** Research Methods in Equine Science, Equine Science Dissertation

K35: BSc Hon (2.1) Zoology: Foundation skills for life sciences, Experimental design, analysis and presentation, Zoology research project. **MSc Equine Science:** Research Methods in Equine Science, Equine Science Dissertation

K36: BSc Hon (2.1) Zoology: Foundation skills for life sciences, Experimental design, analysis and presentation. **MSc Equine Science:** Research Methods in Equine Science, Equine Science Dissertation

A Oral Presentation 13. 15th International Society for Equitation Science Conference, held in Guelph, Canada 2019. *Document number A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04*

C C_CANDIDATE B_01 and C_CANDIDATE B_02

D 'How horses learn' Webinar. *Document number D_CANDIDATE B_25*

D Blogs and Youtube

Why did you choose to undertake this learning?

For my BSc Hon dissertation I studied 'The role of density dependence on the development of territorial behaviour in captive bred juveniles of *Apistogramma agassizi'* (the abstract of which is available in A_CANDIDATE B_03 pg. 12). I was particularly interested in the effect of confined spaces for domestic animals and the effect of negative welfare states. At the time, which you will see in my work history (D_CANDIDATE B_01), I was particularly interested in marine mammals. During this time 'Black fish' and Sea World were under increased scrutiny from the public. This was the motivation for my interest in this area of research, regarding the welfare and captivity of marine life.

Publishing my work at the 2019 ISES conference is one of my greatest achievements. To have my research critically evaluated by my peers and held to such a standard was such an achievement.

My research was picked up by the horse.com and horse and people, and I was interviewed on a Canadian radio station. My research has since been distributed by a number of CABs to help support the needs of horses in a domestic environment.

I often enjoy presenting webinars to those in my local equine community (D_CANDIDATE B_25 as an example). Next month I will be presenting a webinar on "How to be your own detective" to help horse owners navigate social media and learn how to critically evaluate statements. Helping to teach members of the public how to research information effectively, how to sort the fact from fiction on social media and how to look at information objectively. **Note:** My presentation is not yet completed, however will be in another week. If the assessors wish to see this, it will be recorded on 13th June 2023 and I will be able to send on after this date.

I have already discussed at length why I undertook work within the pharmaceutical and clinical research organisation (CRO) sector.

I chose CROs and Pharma supported my love of science, problem solving and

critical thinking. It also gave me a number of transferable skills in Critical Analysis and Research.

I have explored the idea of a PhD as I enjoy research greatly, however there is limited research opportunities in Ireland, I'm not saying no to a PhD, maybe one day.

I do feel my skills are best placed as a communicator of science and research. I feel my work is best on the ground, so to speak, with clients, promoting science-based practices and improving welfare for Equines.

How is your learning relevant to the Knowledge & Understanding?

Undertaking Zoology gave me insights into ecology, conservation, captive animals, behaviour, evolution and environmental sciences (the full details of my degree available in A_CANDIDATE B_03 and cross reference to K&U). But also, into scientific thinking, research skills, literature reviews, being critically minded and bringing this together in my undergrad Zoology field trip, dissertation as well as literature review.

Undertaking my MSc in Equine Science further developed my K&U in critical research skills (the full details of my degree available in A_CANDIDATE B_05 and cross reference to K&U). Undertaking an MSc also develops problem solving skills and your ability to critically read current research and form best practice for Equines based on the current scientific thinking.

I am a very scientifically minded person, and in addition to publishing my research in the ISES 2019 conference. I have worked in a number of research institutions (D_CANDIDATE B_01).

As a brief summary to my practical experience in these areas, which I speak to in more detail in supplementary material, I have worked with marine mammals in the SRUC Inverness were I was called out to the biggest mass stranding of Pilot Whales in Durness in 2011.

This was also published work:

Involved in the live refloating of Long Finned Pilot whales during a mass stranding in the Kyle of Durness 22nd July 2011. Collection of data for further analysis, morphometrics, sample collection, assisted in necropsy (post mortems) on site, from the Live mass Stranding of Pilot whales.

Conference presentation of results:

- **Andrew Brownlow**, Johanna Bailey, Mark Dagleish, Rob Deaville, **Geoff Foster**, Silje-Kirsten Jensen, Ailsa Hall, Eva Krupp, Robin Law, Barbara Moriarty-Pearson, Rod Penrose, Paul Jepson. *Pilot error? Assessing the role of disease in a pilot whale mass stranding event.* Poster Presentation Centenary celebration conference for the Natural History Museum's celebration of: A Century of Strandings 20/09/13.

Full published report is available here -

https://data.marine.gov.scot/sites/default/files/SMFS%200808.pdf

I worked as a research assistant in Highland conservation with James Hutton, Aberdeen. As a research assistant for Marine life with St. Abbs marine station, where I was responsible for the welfare, care and husbandry of marine life used in reseach.

And while I was studying for my MSc, part time, I worked fulltime in Quality assurance and compliance within the pharmaceutical industry (fully detailed and the relevant K&U in my work history documentation available in D_CANDIDATE B_01)

To further develop on this, my industry experience also gives me insights into, Critical Analysis and Research.

During my time in Pharmaceuticals and CRO I had to develop an entirely new understanding of the industrial regulations and compliance surrounding this industry. Namely this came from the EudraLex, EU Legislation in the pharmaceutical sector and HRPA (health product regulatory authority).

I had to learn how to; be responsible for and manage quality events and compliance issues, handling client data, submission of severe adverse events (SAE) to the HPRA, which I did for animal health care products.

One of my key roles was the investigation and closer of deviations/quality events. My role was to investigate the root cause of the issues, problem solve and put in place solutions. Much of this work involved reviewing and analysing laboratory notes/data, reviewing data, interviewing staff and running a RCA (root cause analysis) session.

Both my education and work experience has provided me with a robust skill set in how to gather, record and managed data critically, scientifically and adhering to regulatory standards (i.e. GDPR, cGMP, GLP and other clinical and regulatory standards required in the pharmaceutical industry.

Both my BSc and MSc give me skills in Critical Analysis and Research, in addition to the other standards. However, this is most evident in my MSc and the publication/presentation of my dissertation research in the ISES 2019 conference (*A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04*).

I believe that my K&U in all these areas brings with it a unique set of skills that are critical for a CAB, from understanding the ethical consequence of re-floating whales and when euthanasia maybe required, to handling sensitive data during pharmaceutical clinical trials.

I hope that I have clearly demonstrated these skills in my research h below.

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

Work with in the SRUC Marine Strandings (D_CANDIDATE B_01)**:**

Involved in the live refloating of Long Finned Pilot whales during a mass stranding in the Kyle of Durness 22nd July 2011. Collection of data for further analysis, morphometrics,

sample collection, assisted in necropsy (post mortems) on site, from the Live mass Stranding of Pilot whales.

Conference presentation of results:

- **Andrew Brownlow**, Johanna Bailey, Mark Dagleish, Rob Deaville, **Geoff Foster**, Silje-Kirsten Jensen, Ailsa Hall, Eva Krupp, Robin Law, Barbara Moriarty-Pearson, Rod Penrose, Paul Jepson. *Pilot error? Assessing the role of disease in a pilot whale mass stranding event.* Poster Presentation Centenary celebration conference for the Natural History Museum's celebration of: A Century of Strandings 20/09/13.

Full published report is available here -

https://data.marine.gov.scot/sites/default/files/SMFS%200808.pdf

BSc Hon dissertation 'The role of density dependence on the development of territorial behaviour in captive bred juveniles of *Apistogramma agassizi'* (A_CANDIDATE B_03 pg. 12).

My published work ISES 2019 documents (A_CANDIDATE B_06, A_CANDIDATE B_12, D_CANDIDATE B_04).

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

I honestly can't understate how much I love science.

I read everything, critically analyse all papers and research. Apply current methods, change my approach as new information/ research is published.

I keep abreast of new research, see C_CANDIDATE B_01 and C_CANDIDATE B_02 regarding equine stress/pain which I apply to my practice to support behavioural modification.

I attend regular conferences and CPDs to stay up to date (i.e. Hartpury 2022 ISES conference, and ISES online conference 2021 and other IAABC / IVBA CPD webinars).

I recognise that we all have our own biases. I am very much in favour of positive reinforcement methods for horses, welfare center mind set, I don't particularly enjoy competitions for the horse. And these biases will influence my practice. This is something that inspired me to create a podcast.

From January myself, with a fellow equine behaviourist, created a podcast format where we dive into the research in a fun debate format.

We pick a topic in equine science and have to 'support/ oppose' the statement, in a debate club format. We find this a fun challenge, as regardless of our own opinion we must support or oppose the statement. We find this challenges our cognitive bias, makes the exploration of research fun and we hope engages our audience to think critically.

I enjoy taking a critical look at the science and the literature, challenging my own biases and helps me maintain a growth mindset. **Note:** We are currently recording a full season in advance, with Season one to go live in September 2023.

Finally, I volunteer my time to take part in webinars, share science, and promote critical thinking. Publish blogs and videos on YouTube to share ideas and research regarding animal behaviour.