



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ACMCAS410A Conduct companion animal training classes**

**Revision Number: 1**

## ACMCAS410A Conduct companion animal training classes

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit of competency covers the process of developing, conducting and reviewing training classes for companion animals and their owners.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit is applicable to those working in the companion animal industry sector where training classes may be required to assist owners with modifying undesirable behaviour traits for a range of breeds and species. Training may include behavioural training in obedience, agility and socialisation conducted in group sessions, and will generally take place in public open spaces.</p> <p>In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop class training plans	<p>1.1. Research is conducted to explore community and client requirements for classes and to determine current acceptable training methods.</p> <p>1.2. <b>Behavioural traits</b> for a range of breeds are researched.</p> <p>1.3. <b>Training strategies</b> to achieve desirable behaviours are determined.</p> <p>1.4. <b>Training classes</b> to be held are determined in accordance with organisational requirements, community and client needs.</p> <p>1.5. Class <b>training plans</b> are developed in accordance with organisational requirements and the goals of training classes to be held.</p>
2. Advertise training classes	<p>2.1. Venues and <b>equipment for training</b> classes are determined, evaluated and prepared.</p> <p>2.2. Documents are prepared that itemise costs involved in training classes.</p> <p>2.3. Advertising materials are prepared and distributed in accordance with organisational requirements.</p> <p>2.4. Bookings for classes are taken and enquiries are responded to appropriately.</p>
3. Conduct training classes	<p>3.1. Appropriate training equipment is selected and used in accordance with training plans.</p> <p>3.2. Training is conducted in accordance with training plans, industry best practice standards, including <b>occupational health and safety (OHS)</b> and <b>animal welfare and ethics requirements</b>.</p> <p>3.3. Behaviour of individual breeds and interaction between breeds is observed and managed to minimise stress in animals, owners and class participants.</p> <p>3.4. Training equipment is maintained, hygienically cleaned and stored in accordance with organisation policies and procedures and relevant manufacturers' guidelines.</p> <p>3.5. Progress of class participants is discussed with handlers or owners.</p> <p>3.6. Training plans are reviewed and updated as required.</p> <p>3.7. Records are maintained in accordance with training plans and organisational policies and procedures.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
4. Conduct ongoing assessments	<p>4.1. Progress of animals is reviewed in accordance with training plans and discussed with clients.</p> <p>4.2. Training plans are reviewed and modified accordingly.</p> <p>4.3. Training records are maintained in accordance with industry standards.</p>
5. Instruct classes in ongoing training maintenance	<p>5.1. Strategies to achieve short and medium-term conditioning objectives are discussed with classes.</p> <p>5.2. Advice on longer-term objectives is provided to classes.</p> <p>5.3. Advice is provided to classes as required on animal's dietary, exercise and maintenance requirements in accordance with the training plans.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- conduct initial and ongoing assessment of animals to assess progress against the training plan's behaviour management and conditioning strategies
- develop, review and update animal training strategies and plans for a range of breeds
- employ appropriate communication skills to determine animals' and clients' needs and provide advice and assistance as required
- employ safe and environmentally responsible organisational systems and procedures when working with and handling a variety of animal breeds
- identify and implement a variety of scientifically-recognised behaviour modification techniques, including the effect of positive and negative reinforcement
- maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- maintain and update records
- observe and interpret the behaviour of owners and animals
- research venues, community needs, training methods and behavioural traits and conditioning strategies for a range of breeds
- use and maintain training equipment, including restraint devices
- literacy skills to read and follow organisation policies and procedures, including OHS and infection control procedures; follow sequenced written instructions; record accurately and legibly information collected; select and apply procedures to a range of defined tasks and read, develop and document animal training strategies and plans
- oral communication skills/language to fulfil the job role as specified by the organisation, including questioning techniques, active listening and asking for clarification
- numeracy skills to estimate, calculate and record routine and more complex workplace measures
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and prioritise daily tasks
- use safe manual handling techniques and/or equipment
- use safe waste handling and disposal procedures.

#### Required knowledge

- advertising strategies
- animal dietary, exercise and maintenance requirements

**REQUIRED SKILLS AND KNOWLEDGE**

- basic animal anatomy and physiology related to companion animal behaviour management requirements
- behaviour modification techniques and conditioning strategies
- humane training techniques for a range of animals and training requirements
- organisation policies, procedures and requirements, including OHS and emergency procedures
- principles of animal welfare and ethics
- range of animals and breeds, their common behavioural traits and temperaments
- range of animal training equipment and its use
- relevant OHS and animal welfare legislative requirements and codes of practice
- relevant recordkeeping systems
- safe animal handling and restraint techniques and procedures
- safe work practices
- training strategies and plans
- workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can:

- research venues, community needs, training methods and behavioural traits
- communicate effectively with animal owners and training class participants to determine animal and client needs and provide advice and assistance as required
- develop class training plans
- develop and distribute advertising materials
- train owners to train their animals in accordance with training plans and class requirements through demonstration of animal training techniques, including positive reinforcement
- handle and restrain animals appropriately and humanely
- select, use and maintain training equipment
- maintain records and follow-up with clients as required.

The skills and knowledge required to conduct companion animal training classes must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.

#### Context of and specific resources for assessment

Assessment of this unit is to be practical in nature and will be most appropriately assessed in companion animal organisations that provide animal training classes or in a situation that reproduces normal work conditions.

There must be access to a range of companion animal breeds and species as well as relevant information,



<b>EVIDENCE GUIDE</b>	
	equipment and/or resources to enable one to demonstrate competence.
<b>Method of assessment</b>	<p>To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and over a number of assessment activities.</p> <p>The assessment strategies must include practical skills assessment. Suggested strategies for this unit are:</p> <ul style="list-style-type: none"> <li>• written and/or oral assessment of candidate's required knowledge</li> <li>• observed, documented and first-hand testimonial evidence of candidate's application of practical tasks</li> <li>• simulation exercises that reproduce normal work conditions</li> <li>• third-party evidence</li> <li>• workplace documentation</li> <li>• portfolio.</li> </ul> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p>
<b>Guidance information for assessment</b>	Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b><i>Behavioural traits</i></b> of animals may include:	<ul style="list-style-type: none"> <li>• normal behaviour in various contexts:               <ul style="list-style-type: none"> <li>• breeding and parental</li> <li>• eliminative</li> <li>• grooming</li> <li>• ingestive</li> <li>• resting</li> <li>• social</li> </ul> </li> <li>• undesirable behaviour:               <ul style="list-style-type: none"> <li>• aggression</li> <li>• anxiety</li> <li>• compulsive disorders</li> <li>• facility and equipment destruction</li> <li>• fearfulness</li> <li>• self-mutilation.</li> </ul> </li> </ul>
<b><i>Training strategies</i></b> may include:	<ul style="list-style-type: none"> <li>• activities to achieve desensitisation</li> <li>• classical, operant and counter conditioning</li> <li>• techniques that are targeted for certain breeds or species</li> <li>• use of positive and negative reinforcement and when appropriate punishment</li> <li>• using an appropriate number of repetitions</li> <li>• using learning session timeframes that are appropriate for age, breed, species and stage of training</li> <li>• using logical staging of training to ensure animal and owner can achieve short and medium-term training aims</li> <li>• using techniques that owners can understand and repeat.</li> </ul>
<b><i>Training classes</i></b> may include:	<ul style="list-style-type: none"> <li>• puppy training</li> <li>• home manners</li> <li>• tricks, agility or obedience</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• fly ball or other games</li> <li>• tracking.</li> </ul>
<b><i>Training plans</i></b> may include:	<ul style="list-style-type: none"> <li>• a detailed list of activities for the duration of the class including timeframes and rest breaks</li> <li>• a risk assessment plan that suggests tactics to: <ul style="list-style-type: none"> <li>• assist owners to control their animal during training session</li> <li>• control interaction between animals during the training session</li> <li>• identify potential hazards in public and private spaces used for training sessions</li> <li>• manage group dynamics between instructor, animal owners and others</li> </ul> </li> <li>• opportunities to review previous lessons and to practice new exercises under instruction.</li> </ul>
<b><i>Training equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• animal socialising opportunities</li> <li>• fly ball and other games equipment</li> <li>• hunting and retrieving items</li> <li>• leads, collars, restraints, head halters and other restraint devices</li> <li>• obstacles and jumping challenges</li> <li>• scent training</li> <li>• treats and toys</li> <li>• toilet training equipment.</li> </ul>
<b><i>OHS</i></b> risks when working with animals may include:	<ul style="list-style-type: none"> <li>• animal bites, kicks, scratches and crush injuries</li> <li>• biological hazardous waste and sharps disposal</li> <li>• handling of chemicals and medicines</li> <li>• gas leakage</li> <li>• inhalation of aerosol particles</li> <li>• intraocular contamination</li> <li>• manual handling including carrying, lifting and shifting</li> <li>• needle pricks and cuts from other sharps</li> <li>• release of infective agents (animal and human)</li> <li>• slippery or uneven work surfaces</li> <li>• zoonoses.</li> </ul>
<b><i>Animal welfare and ethics requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• avoiding equipment that may cause harm</li> <li>• avoiding the use of punishment and negative reinforcement and discussing their effects on learning with clients</li> <li>• consideration of the animals' breed, age and</li> </ul>

**RANGE STATEMENT**

	<p>exercise and housing requirements</p> <ul style="list-style-type: none"> <li>• consideration of the animals' previous experience, current learning ability and concentration span</li> <li>• referring animals that appear stressed or whose behaviour is abnormal to a veterinarian for advice</li> <li>• referring owners to specialists if problems encountered are beyond trainer's expertise</li> <li>• setting realistic training goals and timeframes</li> <li>• the correct use of restraints and training devices.</li> </ul>
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**Unit Sector(s)**

<b>Unit sector</b>	Companion animal services
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**Competency field**

<b>Competency field</b>	
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**Co-requisite units**

<b>Co-requisite units</b>		