



Australian Government

Department of Education, Employment and Workplace Relations

PUASAR019A Train canines to work in a USAR environment

Revision Number: 2

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Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to acclimatise canines to work within an urban search and rescue (USAR) environment, develop the canine's ability to detect live human scent and to indicate live human scent with alert behaviours.

This unit also covers the competency required to manage training assistants in a simulated USAR environment for the purposes of training canines.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to canine search specialists responsible for developing a search canine to be part of a USAR canine search team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work in a USAR environment	1.1 Risk assessment of the USAR environment is undertaken. 1.2 <i>Personal protective clothing and equipment</i> appropriate for the USAR environment is selected and worn. 1.3 <i>Principles and procedures for working safely in a USAR environment</i> are implemented.
2. Introduce canines to a USAR environment	2.1 <i>Incremental approach</i> is followed to introduce canines to a USAR environment. 2.2 <i>Problems</i> that may develop with canines being introduced to a USAR environment are identified and solved within area of own responsibility. 2.3 Problems outside area of own responsibility are referred to appropriate person for action and recommendations are made where appropriate.
3. Prepare canines for detection of live human scent	3.1 <i>Scent factors</i> that limit the capability of canines to function efficiently are identified. 3.2 Canine <i>behaviour and responses</i> are interpreted and action is taken. 3.3 Interaction with canines is undertaken to maintain an enthusiastic, effective and appropriate level of work and behaviour in required locations. 3.4 Canines are deployed to detect live human scent in a <i>range of areas and situations</i> .
4. Develop alert behaviour in canines	4.1 <i>Training tools and techniques</i> are used to shape the desired <i>bark alert behaviour</i> . 4.2 Problems encountered in bark alert training are diagnosed and solved.
5. Train canine using appropriate methods	5.1 Humane ways of training are used that reflect positive reinforcement techniques. 5.2 <i>Canine psychology and drives</i> are applied in training canine. 5.3 Appropriate <i>degree of correction</i> is used to discourage unwanted behaviour. 5.4 Canines involved in training are handled and controlled in a way that maintains performance and safety.
6. Manage training assistants	6.1 Training assistant is selected <i>appropriate</i> to the training exercise. 6.2 Training assistant is <i>briefed</i> and informed of the outcomes of the exercise. 6.3 Job safety analysis is provided to training assistant.

ELEMENT**PERFORMANCE CRITERIA**

- 6.4 *Safety and welfare* of training assistants is maintained at all time.
- 6.5 Problems encountered with training assistants are diagnosed and solved.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- conduct job safety analysis
- control search canine off lead
- identify safety risks
- interpret the actions given by a search canine
- make decisions
- solve problems to deal with safety risks
- work with search canine in a variety of disasters

Required Knowledge

- Australian Urban Search&Rescue Canine Capability Best Practice Guideline
- factors affecting the location of human scent including differences in surfaces, pollution and environmental factors
- factors affecting scenting ability of search canine
- how environmental factors can affect scent
- how scent movement will affect search strategy
- how the physical conditions and hazards will affect training strategies
- how to introduce canines to disaster sites
- importance of exposing canines to varied disaster scenarios
- requirement for safe work practices in disaster sites
- risks associated with disaster sites
- scent theory
- selection and use of personal protective equipment
- scent movement in a disaster site
- training tools and techniques appropriate to alert behaviour

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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

Assessment must confirm the ability to:

- work as part of a team

Consistency in performance

Competency should be demonstrated over time under a range of conditions that would be expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency must be assessed in a controlled, simulated workplace environment.

Specific resources for assessment

Access is required to:

- Australian Urban Search&Rescue Canine Capability Best Practice Guideline
- canines training to work in a USAR environment
- legislation, policy, procedures and guidelines relating to the health and welfare of canines
- training assistants

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment according to the workplace environment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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 in the Performance Criteria is detailed below.

Personal protective clothing and equipment must include:

- ear protection
- elbow pads
- eye protection
- gloves
- helmet
- knee pads
- lighting (if required)
- full length clothing (i.e. long sleeve shirt, pant, overall)
- safety boots
- whistle

Principles and procedures for working safely in a USAR environment must include:

- confined space entry
- evacuation signals
- job safety analysis
- three points of contact
- weather conditions

Incremental approach may include:

- distraction training
- exposure to given environment
- motivational reward
- positive reward
- step by step exposure

Problems may include:

- failure to alert
- lacks penetration drive
- lacks prey/play drive
- leaves victim location

Scent factors may include:

- animals
- biological material
- clothing
- cold
- condition of victim
- elevation
- food
- hazardous material
- heat
- hot scent
- machinery
- rubble pile lay out

- surfaces
- time of day
- water
- wind

Behaviour and responses
may include:

- anxiety
- barking
- body language
- digging
- eagerness
- false alert
- fear
- following scent cone
- over enthusiastic
- passive alert
- pawing
- scratching
- stress
- whinging

Range of areas and situations may include:

- buildings
- collapsed building rural
- collapsed building urban
- explosions
- fires
- floods
- landslides

Training tools and techniques may include:

- alert hole lid
- assistant
- bark box
- clicker
- food
- positive reinforcement
- toy
- whistle

Bark alert behaviour
includes:

- spontaneous repetitive barking for twenty seconds, which may be interspersed with digging and attempts to penetrate

Canine psychology and drives may include:

- defensive-response to protect itself from a perceived threat
- food-desire to get food
- frustration and opposition reflex
- hunt-intensity in searching without a visual cue
- instinctual behaviours and motivations exhibited by the canine
- operant and classical conditioning
- pack-desire to work within framework of the pack
- play-desire to actively entertain itself with any

<i>Degree of correction</i> must include:	<ul style="list-style-type: none"> object • prey-intensity in chasing, catching, biting, carrying • appropriate action administered to a canine of an intensity appropriate to behaviour modification • use of correction devices in accordance with state/territory regulations
<i>Appropriate training assistant characteristics</i> may include:	<ul style="list-style-type: none"> • fitness level appropriate to the task • no known phobias specific to environment • physical characteristics appropriate to task • willingness to follow instructions
<i>Briefing</i> may include:	<ul style="list-style-type: none"> • canine level of training • communication techniques • how to interact with the canine • likely problems and solutions • outcomes of exercise
<i>Safety and welfare</i> include:	<ul style="list-style-type: none"> • 'No duff' or 'casreal' procedure • comfort • evacuation plan • hydration • job safety analysis • timings

Unit Sector(s)

Not applicable.