



Australian Government

Department of Education, Employment and Workplace Relations

CSCDH407A Train dogs in agility work

Revision Number: 2

CSCDH407A Train dogs in agility work

Modification History

CSCDH407A Second release: Layout adjusted. No changes to content.
CSCDH407A First release: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to train dogs in basic obedience work that suits their roles within the organisation and the maintenance of associated equipment.

Application of the Unit

The unit may be customised, particularly regarding the assessment of the temperament and characteristics of dogs based on different requirements of the organisation, function of the work team and location.

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 required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop a plan for training.	1.1 Identify and assess the training needs of the dog/handler team. 1.2 Develop a training plan that addresses the unique needs, strengths and weaknesses of the team. 1.3 Schedule training program to meet priority needs within the organisation. 1.4 Review training plan to reflect the changing needs of the team and organisation.
2 Use voice commands and hand signals.	2.1 Use clear voice commands, voice inflection and hand signals that are consistent and uniform throughout the organisation to indicate the response activity required. 2.2 Gain the dog's attention before giving the required command.
3 Use appropriate methods for developing skill in agility work.	3.1 Use humane ways of training dogs that use positive reinforcement methodologies to reward the dog appropriately. 3.2 Adapt equipment and exercise requirements that suit the capabilities and physical development of the individual dog. 3.3 Maintain a regular training pattern, giving opportunities for practising new or difficult skills. 3.4 Assess the dog's response to training without delay.
4 Maintain equipment used for agility work.	4.1 Use and maintain training equipment correctly and efficiently according to legislation, policies and procedures. 4.2 Repair and/or replace faulty or hazardous equipment. 4.3 Record and report all equipment that needs repair or replacement according to organisational and workplace requirements.
5 Record and report on the progress of dog.	5.1 Complete accurate, up-to-date training records for each dog as required by the organisation and/or workplace. 5.2 Report on each dog's progress to appropriate people according to the requirements of the organisation and/or workplace.
6 Develop and maintain own professional competence.	6.1 Undertake personal skill development. 6.2 Monitor and obtain feedback on work performance. 6.3 Identify opportunities to use new skills in workplace activities.

Required Skills and Knowledge

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

Required skills:

- collecting, analysing and organising information to produce records and reports required by the organisation, work unit standards and animal welfare authorities
- using humane methods of training dogs
- working with dogs in environments determined by the organisation
- working independently and in teams to train and develop the capabilities of dogs for agility work
- solving problems to deal with workplace safety risks
- contributing to personal skill development and learning.

Required knowledge:

- enabling legislation and regulations, and animal health and welfare requirements affecting working dogs in organisational situations
- organisational policies and procedures regarding the use of dogs for agility work
- conditioning principles and appropriate methods of rewarding the dog for exhibiting required behaviour
- humane and positive training methods that reinforce natural behaviour and maintain the working skills and enthusiasm of the dog
- responses that dogs should give to voice commands and hand signals
- basic first aid techniques that can be used to treat injured dogs
- records and reports required by legislative authorities, the organisation, work unit and animal welfare authorities.

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.

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

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

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit.

Context of and specific resources for assessment

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and performance outcomes which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific focus on working with, training or assessing the work done by dogs in the organisation.

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered while training dogs in agility work, including coping with difficulties, irregularities and changes to routine
- legislation, policy, procedures and guidelines relating to the training of dogs
- case studies and workplace scenarios to capture the range of situations that may be encountered when training and deploying dogs in agility work
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports

produced as part of routine work activities

- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

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. Add any 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.

- | | |
|--|---|
| <p><i>Training needs</i> of dog/handler team may vary depending on:</p> | <ul style="list-style-type: none"> • temperament of dog • behavioural drives influencing the dog • health and welfare status of dog • age of dog • level of enthusiasm for detecting required odours • length of time required by the dog to acquire new skills • frequency of training • level of training and experience that the dog had prior to joining the organisation • level of training and experience of the dog while in the organisation • experience, commitment and knowledge of handler • degree of bonding between dog and handler • ability of handler to identify and respond to indicators exhibited by the dog • access to real life situations where dog can be deployed for response and control. |
| <p><i>Dog/handler team</i> comprises:</p> | <ul style="list-style-type: none"> • a dog and handler with a unique style, approach, potential, strengths and weaknesses. |
| <p><i>Training plan</i> must:</p> | <ul style="list-style-type: none"> • outline the strategies and timeline for the progressive development of the dog/handler team • include a planned set of exercises to: <ul style="list-style-type: none"> • develop and enhance the response and control capabilities of the dog • maintain the dog's motivation • maintain health and safety during work. |
| <p><i>Legislation, policies and procedures</i> should include:</p> | <ul style="list-style-type: none"> • enabling legislation • organisational policies and procedures, particularly those relating to the use of dogs within the organisation • workplace health and safety Acts, regulations and guidelines • national and regional policies and procedures • procedural guides, standard operating procedures and |

- work instructions.
- Training records** may include:
- records of training activities
 - regular evaluation and assessment
 - evaluation of individual exercises
 - dog health and development
 - communications with internal and external networks
 - proposed changes to course syllabus.
- Personal skill development** opportunities may include:
- coaching, mentoring and supervision
 - formal and informal learning programs
 - internal and external training provision
 - work experience and exchange opportunities
 - personal study
 - career planning and development.
- Feedback on work performance** may include:
- formal and informal performance appraisals
 - obtaining comments from supervisors and colleagues
 - workplace assessment
 - receiving guidance, technical support and information to assist performance.

Unit Sector(s)

Dog handling.

Competency field

Not applicable.

Co-requisite units

Not applicable.