

Overview

This standard is about planning and implementing training programmes for dogs. The emphasis for this standard is on the training of dogs rather than training the owner/handler.

This would include the training of pet/companion dogs, as well as working dogs (e.g. guide dogs, sheep dogs, gun dogs, search and rescue dogs, dogs for the disabled/assistance dogs), for a fixed period of time away from the normal environment and handler and where the dog is not owned by the trainer.

Users of this standard will need to confirm that training practices reflect current information, relevant training techniques, policies and procedures. They will work within the limits of their authority, accreditation, qualification and expertise of training, and have a developed knowledge and experience of training dogs, supported by relevant canine-specific studies, which are humane and evidence-based.

Meeting the relevant legal responsibilities for duty of care under the current animal health and welfare legislation is of paramount importance.

This standard is suitable for suitably trained and experienced dog trainers with responsibility for planning and implementing training programmes for dogs.

Training a dog and owner/handler is covered by LANCTB4 Plan and implement training programmes for dogs and handlers

Performance criteria

You must be able to:

1. carry out your work in accordance with relevant environmental and health and safety legislation, associated codes of practice and organisational policies
2. comply with the relevant animal health and welfare and animal related legislation, local policies and associated codes of practice relating to dogs
3. continually assess and make provision for the health and welfare needs of the dog
4. maintain hygiene and bio-security in accordance with workplace instructions, organisational policy and the relevant legislation
5. agree and confirm the purpose for which the dog is being trained and the desired outcomes of the training with those involved in, or affected by your work
6. assess the suitability of the dog concerned to undertake the training, based on information from a range of relevant sources
7. assess the dog's physical condition and emotional state, with consideration for the life stage of the dog (i.e. puppy, juvenile, adult, senior), before and during training, recognising signs of stress, anxiety, fears, phobias, aversions, aggression, pain, conflict and avoidance, and respond accordingly
8. assess the training needs of the dog and plan a structured programme of training, applying the principles of learning theory and confirming activities are planned thoroughly for the trainer and dog and that review and further development is built into the plan
9. select the required training methods and resources, for the particular dog and the desired training outcome, with due consideration for current scientific evidence, previous experience, humane practices and relevant legislation
10. select a suitable location to carry out the training
11. undertake a risk assessment prior to and during the training, maintain the safety and welfare of dogs, any other animals and all those involved in or affected by your work
12. handle and interact with the dog in a way that allows training to be carried out safely and avoids creating behaviour that may give rise to welfare concerns
13. confirm that resources are used safely to achieve training goals and safeguard the welfare of the dog
14. support the development of the dog and motivate them to achieve the desired training programme

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15. recognise that dogs have different learning styles and modify the training accordingly having due regard for breed-specific traits and motivational drives
16. monitor the dog's progress towards achievement of the training programme
17. identify reasons why the dog may not be performing well, and adjust the training methods or desired outcome where required
18. monitor the effect of the training on the dog's health and welfare and recognise if the training programme or a particular task is likely to be detrimental in the short or long term
19. recognise when the training outcome is not achievable by the dog and take the required action
20. recognise your own limitations and seek professional advice when necessary e.g. senior trainer, canine behaviourist, or veterinary surgeon
21. maintain communication with colleagues and all those involved in, or affected by, your work
22. confirm that records are maintained and stored as required by the relevant legislation and organisational policy
23. work professionally and ethically and within the limits of your authority, expertise, training, competence and experience

Knowledge and understanding

You need to know and understand:

1. your responsibilities under the relevant environmental and health and safety legislation, associated codes of practice and organisational policies
2. your responsibilities under the relevant animal health and welfare legislation, and dog-specific legislation, local policies and associated codes of practice, and the legal limitations of the current Veterinary Surgeons Act with regard to diagnosis and treatment of disease or injury
3. how the welfare needs of the dogs you engage with may be assessed and addressed prior to and during training
4. the purpose for which the dog is being trained and the desired outcome of the training
5. how to obtain and interpret information about the dog and any factors that may affect the design of a training programme
6. what to consider when assessing the suitability of the dog to undertake the training including its needs, talents, capabilities, interests and confidence
7. the importance of observing and assessing canine onsequence and condition before and during training activities and taking required action as necessary
8. the functional anatomy and physiology of a dog and how to assess the potential short- and long-term effects of the training on the health and welfare of the dog, both physiologically and psychologically
9. how dogs learn and the physical, psychological and environmental factors that affect learning, including the dog's lifestyle within their normal environment
10. the principles and techniques used in the training of dogs, and the skills relevant to the desired goals or training to be achieved
11. how to plan and implement a structured programme of training to achieve objectives
12. the different methods used to train dogs and what to consider when selecting the most relevant method of training for a particular dog or a desired training outcome e.g. current scientific evidence, previous experience, humane practices, or relevant legislation
13. the correct use and potential misuse of available training equipment and the physiological and psychological effect on the dog and its health and welfare
14. the relevant legal, welfare and ethical consequences of the form of training used, the implications of not training in a suitable way, and the consequence of

allowing a dog to be out of control

15. the use of positive and negative reinforcement and the effects of these approaches on dog behaviour, health and welfare

16. how to implement health and safety measures to ensure a safe training system is in place and followed during training, including measures required to prevent injury to those, not involved in the training session

17. how to recognise, evaluate and address behaviours throughout the training including stress, anxiety, fears, phobias, aversions, aggression, pain, conflict and avoidance

18. how to check that the welfare of the dog is maintained throughout and that your behaviour does not cause adverse reactions, fear or distress

19. the basics of dog care and management in the training environment

20. the factors that may affect the progress and success of training and the importance of monitoring and evaluating its progress, the effect it has on the dog, and when to revise the training programme

21. how to recognise the limits to which training can be applied to achieve success and when the training may not be suitable for the dog

22. the importance of maintaining communication with those involved in, or affected by the training programme

23. the importance of seeking advice and guidance from more experienced professionals, where to obtain professional advice and guidance and when a dog should be referred to a veterinary surgeon or other professional

24. the importance and relevance of maintaining training records, the safe handling and storage of data, the importance of confidentiality and the requirements of current data protection legislation

25. the importance of appropriate insurance cover, including professional indemnity

Scope/range

****assess the following information*** * about the dog when considering the suitability for the proposed training:

- life history
- physical condition and capabilities
- age and development stage
- health and medical history
- diet
- reproductive status
- hormonal stage
- current level of training
- temperament/characteristics/traits
- breed and parentage
- motivational drivers and effects
- environment – living, working, training or learning
- legislation

Behaviours

- reflect on your own performance within the training session
- reflect on past experiences with training
- remain calm and confident, respond logically and decisively in difficult situations
- respond to challenges rationally, with consideration to the emotions of the dog
- manage ambiguity and deal with uncertainty and frustration when working with the dog
- manage conflicting pressure and tension during training of the dog
- resist pressure to make quick decisions where full consideration is needed
- remain focused and in control of all situations during training.

Glossary

Dogs - All domesticated dogs including working dogs

Sources of information could include:

- the client
- a third party (e.g. veterinary surgeon)
- observation
- records

SMART objectives:**

- **Specific** - Is the objective well defined and clear? Does it state exactly what is to be achieved?
- **Measurable** - How will I know when the objective has been achieved? What will success look like?
- **Achievable** - Is the objective attainable considering the capability of the dog?
- **Realistic** - Can the outcome be achieved with the resources, knowledge and time available?
- **Targeted** - Does the objective target a specific area for improvement?

Dynamic risk assessment* - *the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing.* *

****Refer** – includes formal or informal referral to professional body, individual or organisation

Functional anatomy and physiology to include:

- skeletal
- vertebral
- nervous and endocrine systems

Links to other NOS

LANCTB1 - Observe, assess and respond to the behaviour of dogs
LANCTB2 - Handle and control dogs

LANCTB4 - Plan and implement training programmes for dogs and handlers

LANCTB5 - Plan and implement programmes to address undesirable behaviour in dogs

Plan and implement training programmes for dogs

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