

**Modification history**

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 4.0.

ACMNEW4X2	Apply animal learning theory and training methodology
<b>Application</b>	<p>This unit of competency describes the skills and knowledge required to review, evaluate and select animal training methodologies and techniques to achieve stated objectives within welfare, safety and workplace requirements. It involves in-depth knowledge of animal behaviour, learning theory and the application of scientifically validated, ethical training methodologies and techniques.</p> <p>This unit applies to individuals who are required to train or modify the behaviour of animals in a range of contexts and workplaces. These individuals analyse information and exercise judgement to complete a range of skilled activities and demonstrate in depth knowledge in a specific technical area. They develop and communicate solutions for a range of commonly encountered problems.</p> <p>All work must be carried out to comply with workplace procedures according to state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Prerequisite Unit</b>	Nil
<b>Unit Sector</b>	Companion Animals (CAS)

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Investigate current information on animal behaviour	1.1 Investigate general principles of animal behaviour and apply to relevant species 1.2 Recognise species-specific behavioural indicators of different emotional states in animals 1.3 Determine implications of behaviour and emotional states to animal training or behaviour modification 1.4 Investigate species-specific animal cognition
2. Research and evaluate animal learning theory and training methodologies	2.1 Research information on animal learning theory and current, scientifically validated approaches to training and conditioning of animals 2.2 Research information on animal welfare and ethics relevant to animal training and behaviour modification 2.3 Compare and contrast different philosophical approaches and methodologies used in animal training and behaviour modification 2.4 Evaluate types and uses of training equipment
3. Apply animal learning theory and methodologies to training	3.1 Assess behaviour of an animal and determine training or behaviour modification need 3.2 Develop training or behaviour modification goals and indicators of success for selected animal/s 3.3 Select scientifically validated training methodology and techniques appropriate for animal and goals 3.4 Design a training or behaviour modification program to meet identified goals 3.5 Implement and review the training or behaviour modification program

**Commented [SH1]:** Is 3.5 needed? Focus of unit is on researching and exploring animal behaviour, learning theory and training methodologies. Much of the implementation is covered in other units. Feedback is sought

ACMNEW4X2 Apply animal learning theory and training methodology

<b>Foundation Skills</b>	
<i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i>	
<b>Skill</b>	<b>Description</b>
Learning	<ul style="list-style-type: none"> <li>Develop strategies to maintain personal knowledge of current, scientifically validated animal training and behaviour modification techniques</li> </ul>

<b>Unit Mapping Information</b>			
<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ACMNEW4X2 Apply animal behaviour and training methodology	Not applicable	New unit	No equivalent unit

<b>Links</b>	Companion Volumes, including Implementation Guides, are available at VETNet: <a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103</a>
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<b>TITLE</b>	<b>Assessment requirements for ACMNEW4X2 Apply animal learning theory and training methodology</b>
<b>Performance Evidence</b>	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>researched and collated a portfolio of current information on animal behaviour and learning theory relevant to work context and animal species</li> <li>researched, selected and justified an animal training methodology and associated techniques to address a training goal or behaviour modification need</li> <li>prepared, <b>implemented and reviewed</b> a training or behaviour modification program, based on current, scientifically validated methodology, to meet identified goals for one animal.</li> </ul>	

Commented [SH2]: See previous comment

<b>Knowledge Evidence</b>	
<p>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>general principles of animal behaviours</li> <li>common species-specific behaviour traits and factors that influence behaviour, including genetics, health, environment and past experiences</li> <li>species-specific animal behavioural signs (communication and body language), including: <ul style="list-style-type: none"> <li>body positioning/posture/movement</li> <li>visual signals relevant to species, including focus of eyes, tongue/mouth, position of ears and/or tail</li> <li>vocalisation</li> <li>scent</li> </ul> </li> <li>signs of emotional states and their social and environmental triggers, including: <ul style="list-style-type: none"> <li>anxiety</li> <li>fear</li> <li>aggression</li> <li>appeasement</li> <li>affiliation</li> </ul> </li> <li>terminology and concepts of current, scientifically validated animal learning theory, including: <ul style="list-style-type: none"> <li>non-associative learning - habituation and sensitisation</li> <li>associative learning - conditioning -classical and operant (reinforcement, punishment and problem solving)</li> <li>imitation and observational learning - imprinting, song learning</li> </ul> </li> <li>animal training/conditioning methodologies, including different philosophical approaches, scientifically validated, and alignment with learning theory and animal welfare</li> <li>features of outdated approaches to animal behaviour and training and possible consequences</li> <li>species-specific behaviour training techniques and interventions, including: <ul style="list-style-type: none"> <li>Least Intrusive, Minimally Aversive Training (LIMA)</li> <li>Hierarchy of Procedures for Humane and Effective Practice</li> </ul> </li> <li>features of goal based enrichment</li> <li>training techniques and equipment specific to animal/species and context</li> <li>principles of animal welfare and ethics relating to animal training and behaviour sector, including: <ul style="list-style-type: none"> <li>safe animal handling and humane restraint techniques, procedures and equipment</li> <li>principles of animal welfare</li> <li>animal welfare assessment frameworks, including the Five Domains</li> <li>professional ethics for work with animals.</li> </ul> </li> </ul>	

<b>Assessment Conditions</b>	
<p>Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: <ul style="list-style-type: none"> <li>skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions</li> </ul> </li> <li>resources, equipment and materials:</li> </ul>	

ACMNEW4X2 Apply animal learning theory and training methodology

<b>Assessment Conditions</b>
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| <ul style="list-style-type: none"><li>• various live animals</li><li>• access to resources on ethology, learning theory and scientifically validated methodologies.</li></ul> |
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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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<b>Links</b>
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