



# STANDARD DRAFT PREVIEW

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## Standard in development L4: Animal training instructor

### Title of occupation

Animal training instructor

## UOS reference number

ST0398

## Core and options

No

## Level of occupation

Level 4

## Occupational maps data

**Route:** Agriculture, environmental and animal care

**Pathway:** Animal Care and Management

**Cluster:** Animal Care Specialist

## Typical duration of apprenticeship

24 months

## Target date for approval

01/07/2024

## Resubmission

No

## Would your proposed apprenticeship standard replace an existing framework?

No

## Does professional recognition exist for the occupation?

No

## Occupation summary

This occupation of Animal Training Instructor ATI is found in animal rescue, rehoming and rehabilitation centres, animal and disability charities, public service providers, security and Defence, search and rescue agencies, zoos and safari parks, commercial animal training companies and sole-providers of animal training.

The occupation varies dependent on species. The occupation enables animals to be used in different ways. This could include supporting companionship, assistance, competition, entertainment and security. In some cases, animal training is a critical addition to delivering health and welfare by enabling the animal co-operative care.

The broad purpose of the occupation is to plan, manage and deliver the humane training of animals, with particular emphasis on tailoring training to suit a diverse range of guardians

and environments. The term 'guardian' covers owners, keepers, handlers and related stakeholders..

ATIs plan, teach and manage animal training that incorporates positive, reward based training methods. They work with guardians to help them introduce and reinforce desirable behaviours and avoid or modify undesirable behaviours. This may involve training the animal to undertake specific tasks, or more general training. They develop and adapt training plans to deliver appropriate goals at an appropriate rate.

Working patterns could involve irregular hours and operating in all weather conditions.

ATIs are required to show empathy, respect, patience, and tolerance in all situations to people and animals.

In their daily work, an ATI interacts with a diverse group of guardians and their animals. Guardians could have specific physical, emotional or medical needs and be working in complex, constrained, high-profile or dangerous environments and situations.

The ATI may be required to work with other professionals such as, behaviourists, veterinary surgeons, healthcare providers, para-professionals and colleagues to assess the animal, develop, deliver and adapt the training plan.

An ATI will be responsible for the safety and welfare of animals, guardians, other colleagues and animals and themselves. They must ensure that all training is carried out appropriately and in a suitable environment.

An ATI is responsible for ensuring the training plan is relevant, effective, fit for purpose and under continuous review.

An ATI must ensure that training complies with relevant animal welfare and veterinary legislation for example, the Animal Welfare Act 2006; Veterinary Surgeons Act 1966; Animal Welfare (Sentience) 2022.

## Typical job titles

Animal training instructor

Assistance dog instructor

Dog trainer instructor including search and rescue

Equine training instructor

Riding instructor

Working dog trainer

## Are there any statutory/regulatory or other typical entry requirements?

Yes

## Entry requirements

Any entry requirements will be set by individual employers but, typically, they may look for evidence of prior experience of working within the animal care industry. Alternatively, individuals may have completed an animal related qualification at Level 2 or 3. Examples of previous qualifications may include the animal care and management T level, animal care and welfare assistant apprenticeship, animal care and welfare manager apprenticeship or the detection protection working dog specialist apprenticeship.

## Occupation duties

DUTY	KSBS
<p><b>Duty 1</b> Gather information and knowledge required and incorporate into training plans for animals and their guardians.</p>	<p>K1 K4 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K23 K24 K25 K26 K28</p> <p>S1 S6 S8 S13 S14 S16 S17 S18 S19</p> <p>B1 B2 B5 B7 B8 B9</p>
<p><b>Duty 2</b> Assess and meet the physical, psychological and emotional needs of animals and guardians.</p>	<p>K1 K2 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K19 K20 K21 K23 K24 K25</p> <p>S1 S4 S6 S7 S11 S13 S14 S17 S19</p> <p>B1 B2 B9</p>
<p><b>Duty 3</b> Create training plans to deliver desired animal behaviours and effects.</p>	<p>K1 K2 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K17 K18 K19 K20 K21 K22 K23 K24 K25 K27 K28</p> <p>S2 S6 S7 S11 S14 S15 S16 S17 S19</p> <p>B1 B2 B4 B9</p>
<p><b>Duty 4</b> Teach guardians to train, work with and manage their animal(s) in accordance with training plans.</p>	<p>K1 K2 K4 K7 K8 K9 K10 K11 K13 K14 K15 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27</p> <p>S3 S9 S11 S13 S14 S15 S17 S19</p> <p>B1 B2 B3 B4 B5 B7 B8 B9</p>
<p><b>Duty 5</b> Assess the progress of animals and guardians against training plans and modify them accordingly.</p>	<p>K1 K2 K6 K7 K8 K9 K10 K11 K13 K14 K15 K17 K18 K19 K20 K21 K23 K24 K25</p> <p>S1 S10 S11 S12 S13 S14 S15 S16 S19</p> <p>B1 B2 B5 B9</p>
<p><b>Duty 6</b> Undertake risk assessments and manage health and safety.</p>	<p>K1 K2 K3 K5 K6 K7 K9 K10 K11 K13 K14 K15</p> <p>S1 S2 S3 S4 S5 S13 S16 S17</p> <p>B2 B4 B9</p>

<p><b>Duty 7</b> Maintain records in accordance with organisational policies and procedures.</p>	<p>K1 K2 K6 K7 K10 K11 K19 K28 S3 S7 S8 S12 S16 B1 B2 B9</p>
<p><b>Duty 8</b> Undertake continuing professional development and keep up to date with current legislation and policies.</p>	<p>K6 K27 S13 S16 S18 S20 B2 B6 B9</p>
<p><b>Duty 9</b> Manage resources and environment to deliver efficient and effective training plans.</p>	<p>K5 K6 K9 K10 K13 K21 K23 K25 K26 S2 S4 S9 S13 S14 S16 S17 B1 B2 B5 B8 B9</p>
<p><b>Duty 10</b> Support organisational governance and quality assurance.</p>	<p>K2 K10 K17 K19 S2 S3 S12 S13 S16 S17 S19 B1 B2 B8</p>

## KSBs

### Knowledge

**K1:** Professional responsibilities and boundaries, accountability, and autonomy in relation to the duty of care of animals.

**K2:** Legislation and its implications for the ATI, guardians and others, including health and safety and animal welfare, data protection, employment and animal transportation.

**K3:** How to carry out risk assessments and use them to manage risk.

**K4:** The benefit and value of difference in a diverse and inclusive environment.

**K5:** The environmental impact of the occupation, wider organisation and industry and steps that can reduce it.

**K6:** The selection and application of digital tools to enable record keeping and collaboration with colleagues and customers.

**K7:** The five animal welfare needs and how to assess and address welfare impact across the five welfare domains.

**K8:** How training impacts on animal welfare, how to assess whether training is in the best interests of the animal involved and when training is inappropriate.

**K9:** The suitability, action, welfare and ethical considerations when selecting training equipment and techniques and the implications of individual animals' physical and mental capabilities.

**K10:** Signs of poor animal health and the actions that should be taken to address health concerns.

**K11:** The importance of, and approaches to, routine healthcare, preventative veterinary medicine and biosecurity.

**K12:** Anatomy, physiology, health (particularly pain) and the impact on training and behaviour outcomes.

**K13:** Natural behaviour patterns, body language and communication methods of animals.

**K14:** Ethology, animal behaviour, the human-animal bond and related terminology.

**K15:** Socialisation effects on animal learning and behaviour.

**K16:** How to take a 'case history' to determine factors which may affect the progress and success of training.

**K17:** The process of establishing measurable goals and objectives when developing training plans.

**K18:** How to formulate, review and revise training plans based on the available resources and the objectives agreed between the ATI, guardians, and other.

**K19:** The importance of, and how to establish and maintain training records in accordance with data protection regulations.

**K20:** Classical and operant conditioning and their uses, effects and practical application, including the differences between positive and negative reinforcement and positive and negative punishment.

**K21:** Schedules of reinforcement and how they can be used to establish and maintain desired behaviour, including the need to guard against unintentional classical and operant conditioning creating undesirable behaviour.

**K22:** How behaviour can be reduced or extinguished by the removal of reinforcement and the principle of spontaneous recovery.

**K23:** Principles of learning theory and human behaviour change, including lesson plans, learning styles, feedback and coaching as they apply to the ATI occupation.

**K24:** How to identify the information that guardians and others need and why.

**K25:** Instructional techniques and how to adapt exercises and communication styles to meet the needs and abilities of guardians.

**K26:** The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so.

**K27:** The importance of reflective practice and checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so.

**K28:** Levels of academic evidence and how to access peer reviewed literature and reference them into reports.

## Skills

**S1:** Assess and maintain the health and welfare needs of animals, including physical, psychological, and emotional needs.

**S2:** Assess and maintain the working environment to ensure it is safe and in accordance with relevant legislation, workplace policies and procedures.

**S3:** Assess and maintain working practices to ensure they are safe and in accordance with relevant legislation, workplace policies and procedures.

**S4:** Assess the risk of disease transmission and implement bio-security controls.

**S5:** Complete a dynamic risk assessment and implement control measures.

**S6:** Evaluate, manage, and make balanced decisions to address potentially conflicting demands of guardians, animal welfare and societal expectation.

**S7:** Create and implement an evidence-based, accessible and individually tailored training plan that meet the needs of animals and their guardians and achieve desired outcomes.

**S8:** Take 'case history' to determine the factors which may affect the progress and success of training.

**S9:** Prepare the animal, resources, and environment for the training session to aid the achievement of agreed learning outcomes.

**S10:** Monitor progress and modify training to meet required outcomes.

**S11:** Reinforce desirable animal behaviours and avoid creating undesirable behaviours.

**S12:** Create and maintain training records and reports in accordance with organisational policies and procedures.

**S13:** Communicate with animal guardians, colleagues, and professionals.

**S14:** Apply the principles of learning theory, human behaviour change, instructional techniques, teaching and coaching to deliver training that meets the needs of guardians and achieves required training outcomes.

**S15:** Support guardians to implement training.

**S16:** Apply digital tools to assist in the ATI function.

**S17:** Contribute to the development of sustainable organisational processes and practices.



**S18:** Identify and evaluate advances in animal science, working practices and technology and incorporate into operational practice and reference into written reports.

**S19:** Recognise when referral to another professional is required or desirable.

**S20:** Reflect on personal practice and use this to inform continuous performance improvement.

## Behaviours

**B1:** Committed to delivering good animal health and welfare, whilst also meeting the needs of the organisation, the guardian and any societal expectations.

**B2:** Acts in a professional, moral and ethical manner, and shows empathy and respect to both animals and people.

**B3:** Passionate and committed to sharing their knowledge to support guardians and their animals.

**B4:** Committed to the adoption and promotion of safe working practices.

**B5:** Acts in a way that builds and maintains positive working relationships.

**B6:** Committed to self-reflective practice and keeping up to date with industry best practice.

**B7:** Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

**B8:** Committed to the adoption and promotion of environmentally sustainable practices.

**B9:** Able to work independently and with autonomy within their scope of practice.

## Qualifications

### English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

### Consultation

92 stakeholders have been consulted by email at various stages of the development process. Their thoughts are reflected in the final documents. The individuals represented 71 organisations.

All organisations and individuals were provided with the evolving drafts of the standard and end point assessment and given the opportunity to comment. These emails were followed up with live online consultation sessions where the trailblazer working group went explained the documents and took feedback.

This thorough and personalised consultation has ensured the development of a standard that will be transferable across all settings.

Training providers and end point assessment organisations have also been actively involved throughout the development process.

## **Progression Routes**

This is part of a suite of animal apprenticeship standards covering care, welfare, management, training and behaviour. Progression opportunities exist at Levels 5, 6 and 7.

## **Supporting uploads**

### **Mandatory qualification uploads**

### **Mandated degree evidence uploads**

### **Professional body confirmation uploads**

## **Subject sector area**

3.3 Animal care and veterinary science