

Applied Canine Behaviour



Level Three

OCN accredited course
at Naturally Pets
Canine Centre



Welcome



Thank you for showing an interest in our exciting new courses at Naturally Pets Canine Centre!

This pack is designed to provide you with all the information you need to enrol on *'Applied Canine Behaviour'- Level Three.*

Information and Pricing:

This course will further the learners knowledge of Canine Behaviour and its application throughout various industries (kennelling, veterinary, grooming and so on). It is an excellent follow up to the Level One course 'An Introduction to Canine Behaviour' or as a stand-alone course for those working in the industry or with prior experience.

Compulsory units include:

- Canine Learning
- The Evolution of Canine Behaviour
- The Physiology of Canine Behaviour
- Canine Conflict and Resolution

Optional units include:

- Handling and Restraining Canines
- The Kennelled Dog
- Raising Puppies
- Canine Cognition

Units are priced at £75 each.

There will also be a one-off fee of £50 to the Open College Network to cover student registration and administration costs.

Unit 1



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: Canine Learning

LEVEL: Three

CREDIT VALUE: Three

This unit has four learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Demonstrate an understanding of the concept of learning	1.1 Clarify what is meant by 'learning' 1.2 Analyse why learning is important for animals and summarise the types of events that are learnt about 1.3 Summarise examples of learning in terms of association timelines 1.4 Describe the three different parts of a behaviour and summarise the importance of all three being correct 1.5 Differentiate between 'learning' and 'training'	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A 1.4 Written Q & A 1.5 Written Q & A
2. Identify and understand the circumstances where learning will increase the frequency of a behaviour	2.1 Explain the effect that reinforcement has on the frequency of a behaviour 2.2 Critically compare positive reinforcement and negative reinforcement 2.3 Summarise the three main forms of positive reinforcement and identify how the individual characteristics of a dog may influence the choice of reinforcement 2.4 Develop an example which demonstrates the application of positive reinforcement 2.5 Develop an example which demonstrates the application of negative reinforcement	2.1 Written Q & A 2.2 Written Q & A 2.3 Written Q & A 2.4 Case study 2.5 Case study
3. Identify and understand the circumstances where learning will decrease the frequency of a behaviour	3.1 Explain the effect that punishment has on the frequency of a behaviour 3.2 Critically compare positive punishment and negative punishment 3.3 Evaluate the effect that the use of punishment may have on the relationship between dog and owner 3.4 Develop an example which demonstrates the application of positive punishment 3.5 Develop an example which demonstrates the application of negative punishment	3.1 Written Q & A 3.2 Written Q & A 3.3 Written Q & A 3.4 Case study 3.5 Case study
4. Demonstrate an understanding of how a variety of techniques can be implemented in order to change a learnt behaviour	4.1 Summarise habituation and, using examples, explain its use as a tool for changing learnt behaviours 4.2 Differentiate between sensitisation and desensitisation and explain their uses in changing learnt behaviours 4.3 Explain the theory of counter-conditioning and, using examples, analyse how it may be used as a means of changing learnt behaviours 4.4 Demonstrate with examples how these techniques can be combined to treat phobias	4.1 Written description 4.2 Written Q & A 4.3 Written Q & A 4.4 Case study

Unit 2



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: The Evolution of Canine Behaviour

LEVEL: Three

CREDIT VALUE: Three

This unit has four learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Demonstrate an understanding of the fundamentals of evolutionary theory	1.1 Summarise the idea of evolution 1.2 Explain the basics of genetic inheritance 1.3 Use a range of examples to show the effect that genes have on an animal's genotype and phenotype 1.4 Summarise the molecular structure of DNA 1.5 Evaluate the effect of several examples of different mutations	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A 1.4 Written Q & A 1.5 Report
2. Identify and understand the theory of natural selection	2.1 Summarise the theory of natural selection 2.2 Explain the principle of 'the survival of the fittest' 2.3 Judge how cooperation may be considered a sign of fitness in dogs	2.1 Written Q & A 2.2 Written Q & A 2.3 Written Q & A
3. Identify and understand the theory of sexual selection	3.1 Summarise the idea of sexual selection 3.2 Evaluate how sexual selection competes with natural selection to shape evolution 3.3 Using an example, demonstrate the theory of sexual selection in practice	3.1 Written Q & A 3.2 Written Q & A 3.3 Case study
4. Recognise and understand the idea of selective breeding by man	4.1 Summarise the theory of selective breeding 4.2 Clarify some of the traits that are often selected for in domestic dogs 4.3 Critically compare some of the advantages and disadvantages of selective breeding	4.1 Written Q & A 4.2 Written Q & A 4.3 Written Q & A

Unit 3



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: The Physiology of Canine Behaviour

LEVEL: Three

CREDIT VALUE: Three

This unit has four learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Identify and understand the basic structure of the canine nervous system	1.1 Summarise the basic features of the nervous system, including neurons and synapses 1.2 Summarise the structure of the CNS 1.3 Interpret the main features of the three major divisions of the brain 1.4 Explain the role that the PNS plays in the nervous system 1.5 Explain the process of a reflex	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A 1.4 Written Q & A 1.5 Written Q & A
2. Demonstrate an understanding of sensory mechanisms	2.1 Clarify the role of sensory receptors and classify the different types 2.2 Explain how dogs' sensory systems are adapted for their environment 2.3 Summarise the structure of the canine eye and its capabilities 2.4 Summarise the structure of the canine ear and its capabilities 2.5 Explain the importance of chemical senses (taste and smell) to dogs	2.1 Written Q & A 2.2 Written Q & A 2.3 Written Q & A 2.4 Written Q & A 2.5 Written Q & A
3. Demonstrate an understanding of locomotory mechanisms	3.1 Analyse the basic anatomical physiology involved in movement 3.2 Explain how dogs' motor systems are adapted to their environment 3.3 Critically compare the locomotion of two physically distinct dog breeds 3.4 Summarise some of the medical conditions that dogs with poor structural conformation may be prone to developing.	3.1 Written Q & A 3.2 Written Q & A 3.3 Written Q & A 3.4 Written Q & A
4. Demonstrate an understanding of the physiology of emotion	4.1 Clarify what is meant by 'emotion' 4.2 Evaluate the role played by hormones in emotional responses 4.3 Explain the physiological influences of stress, and their impact on behaviour and learning	4.1 Written Q & A 4.2 Written Q & A 4.3 Written Q & A

Unit 4



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: Canine Conflict and Resolution

LEVEL: Three

CREDIT VALUE: Three

This unit has five learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Recognise and understand some of the reasons for conflict between dogs and owners	1.1 Critically compare the natural and domestic environments of the dog 1.2 Review and revise some of the common complaints owners have of their dogs	1.1 Written Q & A 1.2 Report
2. Identify and understand the conflict: understand a dog's reaction to strangers and social aggression	2.1 Summarise the dog's natural social behaviour, including its predatory nature 2.2 Explain what is expected of dogs in the domestic environment in terms of meeting people and other dogs 2.3 Diagnose the reasons for conflict and develop a plan to prevent this	2.1 Written Q & A 2.2 Written Q & A 2.3 Group discussion, performance/exhibition & reflective log/diary
3. Identify and understand the conflict: understanding a dog's reaction to food	3.1 Summarise the dog's natural feeding behaviour 3.2 Explain what is expected of dogs in the domestic environment in terms of behaviour around food 3.3 Diagnose the reasons for conflict and develop a plan to prevent this	3.1 Written Q & A 3.2 Written Q & A 3.3 Group discussion, performance/exhibition & reflective log/diary
4. Identify and understand the conflict: understanding a dog's close handling	4.1 Summarise the dog's natural behaviour in terms of interactions with others, including an analysis of the body language involved 4.2 Explain what is expected of dogs in the domestic environment in terms of close handling with people 4.3 Diagnose the reasons for conflict and develop a plan to prevent this	4.1 Written Q & A 4.2 Written Q & A 4.3 Group discussion, performance/exhibition & reflective log/diary
5. Identify and understand the conflict: understanding a dog's predatory behaviour	5.1 Summarise the dog's natural behaviour in terms of its predatory nature and behavioural drives 5.2 Explain what is expected of dogs in the domestic environment in terms of living alongside livestock and people 5.3 Diagnose the reasons for conflict and develop a plan to prevent this	5.1 Written Q & A 5.2 Written Q & A 5.3 Group discussion, performance/exhibition & reflective log/diary

Optional Unit 1



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: Handling and Restraining Canines

LEVEL: Three

CREDIT VALUE: Three

This unit has five learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Understand the importance of training for handling and restraint and what this may involve	1.1 Explain why it is important to train for handling and restraint and at what age this should occur 1.2 Define habituation and evaluate its use in handling and restraint 1.3 Give examples of what handling exercises should include 1.4 Clarify how to first introduce handling exercises 1.5 Summarise how to develop these exercises whilst still ensuring tolerance 1.6 Demonstrate an understanding of, and a reason behind, the safety precautions that need to be considered during handling and restraint exercises	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A 1.4 Written Q & A 1.5 Written Q & A 1.6 Report
2. Identify and understand how to maintain a dog's safety and welfare during handling and restraint	2.1 Demonstrate how to handle a dog with the minimum of stress, whilst ensuring the safety of both the dog and handler 2.2 Summarise methods for approaching and manipulating a dog which are likely to minimise stress and encourage compliance 2.3 Use a range of examples to explain how to assess a dog's physical condition and behaviour during handling and restraint	2.1 Report 2.2 Report 2.3 Report
3. Demonstrate an understanding of the techniques of desensitisation and counter-conditioning and their practical application in handling and restraint	3.1 Explain desensitisation 3.2 Explain counter-conditioning 3.3 Review and revise how desensitisation and counter-conditioning may be useful tools in the handling and restraint of a dog	3.1 Written Q & A 3.2 Written Q & A 3.3 Written Q & A
4. Identify the physiological and behavioural signs of a fearful dog and understand the impact this fear may have on handling	4.1 Summarise the physiological signs that may indicate that a dog is fearful 4.2 Summarise the behavioural signs that may indicate that a dog is fearful 4.3 Evaluate how a fearful dog may react to handling and thus the practical & safety considerations that should be made	4.1 Group discussion & reflective log/diary 4.2 Group discussion & reflective log/diary 4.3 Group discussion & reflective log/diary
5. Understand techniques for approaching and handling a fearful dog	5.1 Evaluate the importance of a person's body language when approaching a fearful dog and give examples of how this can have a positive and a negative effect 5.2 Explain how desensitisation may be used in conjunction with a muzzle or lead to aid handling	5.1 Group discussion & reflective log/diary 5.2 Group discussion & reflective log/diary

Optional Unit 2



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: The Kennelled Dog

LEVEL: Three

CREDIT VALUE: Three

This unit has five learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Demonstrate an understanding of the reasons for a dog being kennelled	1.1 Explain the reasons a dog may be kennelled 1.2 Critically compare the behavioural differences between house dogs boarding in kennels, and dogs which live in kennels 1.3 Explain the possible behavioural effects of kennelling due to illness on a dog	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A
2. Evaluate the kennel environment and its effects on the behaviour and welfare of the dog	2.1 Summarise how mobility may be effected in kennels 2.2 Demonstrate an understanding of the idea of territoriality and den guarding 2.3 Explain what is meant by 'barrier frustration' 2.4 Demonstrate an understanding of the impact of kennelling on social behaviour 2.5 Demonstrate an understanding of how kennel design impacts upon behaviour and welfare	2.1 Written Q & A 2.2 Written Q & A 2.3 Written Q & A 2.4 Written Q & A 2.5 Report
3. Implement appropriate techniques for placing a dog in a kennel	3.1 Explain the importance of using appropriate body language when placing a dog in a kennel and the positive and negative effects this can have on the dog 3.2 Clarify how a person should leave the kennel once the dog is inside 3.3 Demonstrate how to place a dog in a kennel	3.1 – 3.3 Practical demonstration, group discussion & reflective log/diary
4. Implement appropriate techniques for returning to a dog in a kennel	4.1 Summarise some of the behavioural signals to watch out for that may indicate that the dog is fearful or aggressive 4.2 Clarify how a person should enter the kennel with the dog inside 4.3 Demonstrate how to return to a dog in a kennel	4.1 – 4.3 Practical demonstration, group discussion & reflective log/diary
5. Demonstrate an understanding of techniques that can be used to help in difficult situations	5.1 Evaluate the role that habituation could play in a nervous kennelled dog 5.2 Explain how counter-conditioning and the use of food may be used to overcome problems 5.3 Develop a plan for how systematic desensitisation may be used to enter the kennel of a difficult dog	5.1 – 5.3 Group discussion & report

Optional Unit 3



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: Raising Puppies

LEVEL: Three

CREDIT VALUE: Two

This unit has four learning outcomes

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Recognise the considerations that need to be made prior to breeding and understand the genetics involved	1.1 Explain the considerations that need to be made prior to breeding in terms of the temperament of the parents 1.2 Clarify how traits are passed on to puppies from the parents 1.3 Explain the idea of recessive genes and clarify the effect this may have in terms of 'hidden' inherited traits	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A
2. Demonstrate an understanding of the pre-natal considerations for puppies and the bitch	2.1 Evaluate the effect that stress during pregnancy can have on the bitch and the puppies 2.2 Develop a plan for how stress could be avoided 2.3 Summarise the importance of appropriate nutrition for the bitch during pregnancy and explain what this may include 2.4 Review and revise other factors that may affect the puppies (eg the ratio of male to female puppies in the womb)	2.1 Report 2.2 Report 2.3 Report 2.4 Report
3. Demonstrate an understanding of the early development of puppies (from 0-8 weeks)	3.1 Summarise the early stages of the puppies sensual development 3.2 Explain the importance of touch for puppies in the early stages of development 3.3 Analyse the puppies natural toileting tendencies and explain how these can be shaped in order to house train them 3.4 Review and revise the types of interactions that young puppies have with their siblings and evaluate the learning that takes place 3.5 Review and revise the types of interaction that young puppies have with their parents and evaluate the learning that takes place 3.6 Review and revise the types of interaction that young puppies have with humans and evaluate the learning that takes place	3.1 Written Q & A 3.2 Written Q & A 3.3 Written Q & A 3.4 Written Q & A 3.5 Written Q & A 3.6 Written Q & A
4. Identify and understand the experiences that puppies need to be provided with in later development	4.1 Evaluate the importance of socialisation for puppies and summarise what this socialisation should include 4.2 Summarise the types of stimuli that puppies for pet homes need to be habituated to and clarify how this would be achieved 4.3 Review and revise the main things that puppies need to be taught in order to fit into domestic life 4.4 Explain the importance of teaching a puppy about the control of resources and how this may be achieved	4.1 – 4.4 Group discussion, practical demonstration & reflective log/diary

Optional Unit 4



COURSE TITLE: Applied Canine Behaviour

UNIT TITLE: Canine Cognition

LEVEL: Three

CREDIT VALUE: Three

This unit has four learning outcomes:

Learning outcomes	Assessment criteria	Assessment method
The learner will:	The learner can:	
1. Demonstrate an understanding of the basics of canine cognition	1.1 Summarise what is meant by 'cognition' 1.2 Critically compare the areas that the study of cognition covers 1.3 Evaluate how the study of cognition has altered over the years	1.1 Written Q & A 1.2 Written Q & A 1.3 Written Q & A
2. Demonstrate an understanding of the principles of learning from others	2.1 Evaluate the advantages and disadvantages of group living 2.2 Review and revise the idea of learning from others by using examples 2.3 Summarise the different types of social learning that can take place	2.1 Written Q & A 2.2 Written Q & A 2.3 Written Q & A
3. Demonstrate an understanding of the learning that takes place in terms of concept formation	3.1 Summarise current trends in the field of cognitive research 3.2 Explain the concept of 'theory of mind' 3.3 Explain what is meant by 'Machiavellian' intelligence	3.1 Written Q & A 3.2 Essay 3.3 Essay
4. Recognise the difficulty in defining intelligence and identify the various aspects that it covers	4.1 Summarise 'intelligence' and draw conclusions as to why it is difficult to define 4.2 Explain the idea of social intelligence 4.3 Analyse the importance of 'attention' when considering intelligence 4.4 Interpret examples of social intelligence	4.1 Written Q & A 4.2 Written Q & A 4.3 Written Q & A 4.4 Case study

Course

Information



Course start dates:

In order to best meet the needs of our students we have start dates available at the beginning of every month.

Course duration:

These qualifications are designed to enable the greatest flexibility for the learner whilst maintaining the qualifications at an achievable level.

This flexibility means that students can work at their own pace and, with 2 years to complete the qualification, there is plenty of time to fit it around work, family or other commitments.

Although the recommended learning time (based on credit values) for this course is 150 hours, some students will be able to achieve the units in a shorter time where as others may take much longer.

Course structure:

Although this course is predominantly distance learning, some of the units at this level involve a practical day at the Naturally Pets Canine Centre.

The dates of these practical days will be given at the beginning of the course and attendance is required in order to successfully complete the course.

However, if, for whatever reason, you feel you would be unable to attend a practical day, please get in touch so that we can discuss your requirements.

COURSE

Information



Issue of certificates:

Students must have been working on the qualification for at least 3 months before certificates can be issued. This is to allow time for marking and feedback, internal verification and processing time at the Open College Network.

All certificates will be sent to the Naturally Pets Canine Centre where they will then be distributed to students.

Marking/feedback on work:

Every attempt will be made to mark and return work to students within 10 days of submission.

However, during busy periods this turnaround may be slightly longer. In the event of this occurring students will be informed of the expected date that feedback will be received.

Policies and Procedures



Equal opportunities:

These qualifications are designed to be accessible and inclusive. At Naturally Pets Canine Centre we are committed to providing equality for all, regardless of age, race or ability.

Internal Verification Policy:

We have an effective Internal Verification system in place which ensures assessment practices and decisions are regularly reviewed and evaluated to ensure the validity of the award of credit.

Queries, problems, complaints:

If you have any queries or problems then please get in touch. At Naturally Pets Canine Centre we take all complaints seriously as we want our students to get the best out of their learning experience with us.

In the first instance, students should discuss any problems with their course tutor who will hopefully be able to resolve the issue. If the issue is not resolved then the matter can be passed on to the course supervisor or the complaints officer.

Registration



Please complete the form below if you wish to register for 'Applied Canine Behaviour' - Level Three.

Title (circle as appropriate): Mr/Mrs/Miss/Ms

Forename(s): _____

Surname: _____

Date of Birth (DD/MM/YYYY): _____

Address: _____

_____ Post Code: _____

Home phone number: _____

Mobile number: _____

E-mail address: _____

Month you would like to commence the course: _____

Registration forms may be sent to the address on the following page, or alternatively may be sent via email.

Contact details



Naturally Pets Behaviour Consultants,

Sunnylea,

Watermill Lane,

Bexhill on Sea,

East Sussex

TN39 5JB

Telephone: 01424 830551

www.naturallypets.co.uk

E-mail: natalie@naturallypets.co.uk



Naturally Pets is also the home of Novus Luna Dogs and we breed the rare wolf like
British Timber Dog, and Powderpuff Chinese Cresties