**APEL Mapping of Knowledge and Understanding for ABTC Standard – Animal Behaviour Technician**

**Name:**

**Date:**

**Please refer to the APBC (ABTC) Guidelines for APEL applicants and the ABTC standards prior to completing this form. Please refer also to the Reflective Accounts Form.**

**Use this form to document your evidence of your experience in relation to the knowledge and understanding for each knowledge area of the standards for the role that you are applying for (i.e. what was the experience) and identify the learning that has taken place (i.e. what did you learn in these experiences). For some knowledge areas you may only require certificates, or the Reflective Accounts Form. In others you may want to add further evidence such as feedback. This mapping document is designed to help you to keep an ordered record of all your evidence, to ensure that you have covered all the knowledge sections.**

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| **Standard** | **Type of Evidence Submitted e.g. course descriptions, transcripts and grading documents** | **Source e.g. course or**  **Self-learning** | **Please Indicate Level of Learning where Applicable e.g. for a course** | **Date(s)**  **Achieved** | **Reflective Accounts Form Number** |
| **Animal Behaviour** |  |  |  |  |  |
| 1. The ethology of vertebrate animals, including perceptual abilities, maintenance and social behaviours and communication, their function and their motivational basis in the most commonly kept domestic species. |  |  |  |  |  |
| 1. How to recognise, evaluate and report on the behavioural states of the most commonly kept domestic animals and those that most commonly contribute to the caseload of a clinical animal behaviourist, to include signals indicative of key behavioural states such as fear, nervousness, aggression, ill-health, threat-reduction, play and relaxation. |  |  |  |  |  |
| 1. Behavioural ontogeny; to include sensitive periods, socialisation and attachment theory. |  |  |  |  |  |
| 1. The interaction between biological and evolutionary influences and the environment in which an animal is kept, and their roles in the development of behavioural disorders for a range of the most commonly kept domestic animals. |  |  |  |  |  |
| **Animal health and welfare** |  |  |  |  |  |
| 1. The key ethological, psychological and physiological concepts that underpin animal welfare. |  |  |  |  |  |
| 1. The physiological and behavioural indicators of welfare in vertebrate animals. |  |  |  |  |  |
| 1. Welfare considerations in the management and training of animals. |  |  |  |  |  |
| **Animal Learning and Training** |  |  |  |  |  |
| 1. The theory of animal learning to include habituation; sensitisation, classical conditioning, operant conditioning, insight and social learning, animal cognition and the concept of consciousness. |  |  |  |  |  |
| 1. The theory underlying learned problem behaviour and training techniques. |  |  |  |  |  |
| 1. The principles and rational behind the use of the range of behavioural modification techniques, to include systematic desensitisation, counter-conditioning and the use of clickers or other markers/conditioned reinforcers. |  |  |  |  |  |
| 1. The techniques most appropriate for the promotion of appropriate behaviour and modification of problematic behaviour, the rationale for their use/application, and the strengths and weaknesses of each. |  |  |  |  |  |
| 1. The theory underpinning strategies and techniques for the implementation of preventative behavioural interventions, in both young and adult animals. |  |  |  |  |  |
| **The Interaction between Health and Behaviour** |  |  |  |  |  |
| 1. The functional anatomy and physiology of the vertebrate nervous and endocrine systems and their role in mediating behaviour. |  |  |  |  |  |
| 1. The signs of ill-health and common conditions influencing behaviour and associated veterinary terminology. |  |  |  |  |  |
| 1. The behavioural consequences of medical disorders. |  |  |  |  |  |
| 1. Psychopharmacology and the mode of action of the major classes of drugs used in clinical animal behaviour. |  |  |  |  |  |
| 1. Commonly used complementary and alternative or non-prescription or prescribed therapies or products and there claimed/potential benefits. |  |  |  |  |  |
| **Clinical Procedures** |  |  |  |  |  |
| 1. The range of common behavioural disorders in animals. |  |  |  |  |  |
| 1. The appropriate application of the principles of ethology and learning theory to the promotion of appropriate behaviour and/or modification of problematic behaviour. |  |  |  |  |  |
| 1. The delivery of appropriately structured behaviour promotion and/or modification of problematic behaviour. |  |  |  |  |  |
| 1. The range of effective communication skills, both in the collection of relevant information and provision of advice and communication via telephone, email, letters and reports with clients and relevant professionals, and how to assess and resolve issues relating to client understanding. |  |  |  |  |  |
| 1. Relevant techniques and approaches for the recording of progress of an animal through a training plan and the reporting of progress to owners and relevant professionals. |  |  |  |  |  |
| 1. The interactions appropriate in professional relationships and how to apply these in practice. |  |  |  |  |  |
| 1. How to identify situations where further action may be necessary, including ways in which compliance with an extended behaviour promotion and/or modification programme may be encouraged. |  |  |  |  |  |
| 1. The common professional, ethical or other issues that need to be considered in animal care settings and the action that is appropriate to address these, including an appreciation of the value of referral. |  |  |  |  |  |
| 1. UK and other relevant legislation that relates to the ownership and use of animals and the role and duties of the behaviour technician, clinical animal behaviourist, veterinary surgeon, paraprofessionals, owners and others within it; to include the legal implications and duties associated with the provision of advice and professional liability and client confidentiality. |  |  |  |  |  |
| 1. Employment law, health and safety legislation and the Data Protection Act; and their implication for the behaviour technician, their clients and others. |  |  |  |  |  |