

---

## Overview

This standard covers 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 ensure that training practices reflect up-to-date 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 suitable canine-specific studies, which are humane and evidence-based.

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

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

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

## Performance criteria

You must be able to:

1. comply with relevant animal health and welfare legislation, national legislation, local policies and codes of practice relating to dogs at all times
2. continually assess and make provision for the health and welfare needs of the dog
3. agree and confirm the purpose for which the dog is being trained and desired outcomes of the training with all parties concerned
4. assess the suitability of the dog concerned to undertake the training, based on **information** from a range of appropriate **sources**
5. 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 appropriately
6. assess the training needs of the dog and plan a structured programme of training that is specific, measurable, achievable, realistic and targeted (**SMART**), applying the principles of learning theory and ensuring activities are planned thoroughly for the trainer and dog and that review and further development is built into the plan
7. select the most appropriate training methods and resources, for the particular dog and the desired training outcome, with due consideration of current scientific evidence, previous experience, humane practices and legislation
8. choose a suitable location to carry out the training, undertake **dynamic risk assessment** throughout the training, maintain the safety and welfare of dogs, any other animals and all persons present at all times and be continually aware of any factors outside of your control
9. implement training in accordance with relevant health and safety legislation, risk assessment requirements, codes of practice and any other policies or procedures relevant to the training or location
10. handle and interact with the dog humanely and safely and in a manner that allows training to be carried out safely and effectively and avoids creating behaviour that may give rise to welfare concerns
11. ensure that resources are used safely and effectively to achieve training goals and safeguard the welfare of the dog
12. encourage and support the development of the dog and motivate the dog to achieve the desired training programme
13. recognise different learning styles of dog and modify training accordingly having due regard for breed specific traits and motivational drives
14. monitor the dog's progress towards achievement of the training

- 
- programme, identify reasons why the dog may not be performing well, and adjust the training methods or desired outcome where required
15. 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
  16. recognise when the training outcome is not achievable by the dog and take appropriate action
  17. recognise your own limitations and **refer** to an appropriate professional when necessary e.g. senior trainer, canine behaviourist, veterinary surgeon
  18. communicate effectively both verbally and in writing with others involved in the training programme
  19. ensure appropriate records are maintained and stored as required
  20. maintain professional and ethical conduct and work within the limits of your own authority, expertise, training, competence, experience and the relevant legislation
  21. maintain professional competence by undertaking regular Continuing Professional Development (CPD) and work within the requirements of the relevant professional organisation

## Knowledge and understanding

You need to know and understand:

1. your responsibilities under relevant animal health and welfare legislation, and other dog specific legislation, local policies and codes of practice, and the legal limitations of the **Veterinary Surgeons Act (1966)** with regard to diagnosis and treatment of disease or injury
2. how the welfare needs of the **dogs** you engage with may be assessed and addressed prior to and during training
3. the purpose for which the dog is being trained and the desired outcome of the training
4. how to obtain and interpret information about the dog and any factors that may affect the design of a training programme
5. what to consider when assessing the suitability of the dog to undertake the training including needs, talents, capabilities, interests and confidence
6. the importance of observing and assessing canine behaviour and condition before and during training activities and taking appropriate action as necessary
7. 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 physiological and psychological
8. how dogs learn and the physical, psychological and environmental factors that affect learning, including the dog's lifestyle within their normal environment
9. the principles and techniques used in the training of dogs, and the skills relevant to the desired goals or training to be achieved
10. how to plan and implement a structured programme of training to achieve objectives which are specific, measurable, achievable, realistic and targeted (SMART)
11. the different methods used to train dogs and what to consider when selecting the most appropriate method of training for a particular dog or a desired training outcome e.g. current scientific evidence, previous experience, humane practices, legislation
12. the correct use and potential misuse of available training equipment and the physiological and psychological effect on the dog and its health and welfare
13. the legal, welfare and ethical considerations of the form of training used, the implications of not training in an appropriate manner, and the consequences of allowing a dog to be out of control
14. the use of positive and negative reinforcement and positive and negative

- punishment and the effects of these approaches on dog behaviour, health and welfare
15. your responsibilities under relevant health and safety legislation, codes of practice and any other policies or procedures relevant to the training or location and the importance of carrying out risk assessments prior to and during training sessions
  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 other persons, 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 ensure 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 importance of continually monitoring and evaluating the progress of the training and the effect on the dog, and reviewing and revising the training programme
  21. the factors that may affect the progress and success of training and how training can be modified to improve its outcomes
  22. how to recognise the limits to which effective training can be applied to achieve success and when the training may not be appropriate for the dog
  23. the importance of maintaining communication with others involved in the training programme
  24. 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
  25. the importance and relevance of maintaining accurate training records, safe handling and storage of data, the importance of confidentiality and the requirements of current data protection legislation
  26. the importance of appropriate insurance cover including professional indemnity
  27. your professional responsibilities, the importance of Continuing Professional Development (CPD) to maintain professional competence and the role of professional bodies and associations

---

**Scope/range**

**Information** about the dog to be considered when assessing 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

**Veterinary Surgeons Act (1966)**

All forms of complementary therapy that involve acts or the practise of veterinary surgery must be undertaken by a veterinary surgeon, subject to any exemption in the Act. At the same time, it is incumbent on veterinary surgeons offering any complementary therapy to ensure that they are adequately trained in its application.

Behavioural treatment of animals is not restricted under the Veterinary Surgeons Act (1966) unless it constitutes the practice of veterinary surgery.

There is no specific exemption order for animal behaviourism and therefore there is no formal jurisdiction to insist upon the involvement of a veterinary surgeon before animal behaviour work is carried out. In many cases, however, animal behaviourists will work on referrals from veterinary surgeons to ensure they are not accused of making a diagnosis of disease or injury (which is restricted to veterinary surgeons).

**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



---

**Developed by** Lantra

---

**Version Number** 1

---

**Date Approved** October 2014

---

**Indicative Review Date** October 2019

---

**Validity** Current

---

**Status** Original

---

**Originating Organisation** Lantra

---

**Original URN** LANCB3

---

**Relevant Occupations** Dog Training and Behaviour; Veterinary paraprofessional

---

**Suite** Veterinary paraprofessional activities; Animal Care and Welfare

---

**Keywords** canine; dog; training; train; training programme

---