



APBC
ASSOCIATION OF PET
BEHAVIOUR COUNSELLORS



Clinical Animal Behaviourist (CAB)

APPLICATION INFORMATION

CAB – Application Process

The standards referred to we found on the ABTC website www.abtc.org.uk

KNOWLEDGE AND UNDERSTANDING

Complete L6 APEL documents - demonstrating how your courses, studies and experiences have allowed you to achieve the knowledge and understanding set out in the ABTC standards through the APEL process

OR

Provide evidence of successful completion of an ABTC recognised L6 course.

PRACTICAL EXPERIENCE

Gain sufficient experience to be able to demonstrate competence and skills as set out by the Performance Criteria for CAB, see below. The APBC offers support through case discussion groups, Assessment Advisors and CPD opportunities as you gain experience (access to support is available through www.apbc.org.uk and the APBC office info@apbc.org.uk).

AND

Be able to demonstrate handling and training skills for the species you intend to work with.

Applicants will need to have been the lead practitioner in a wide variety and number of cases in order to appropriately demonstrate the breadth of experience and range of skills necessary for full membership as a CAB.

WRITTEN/VIDEO ASSESSMENT

Submit **three** written behaviour case records for assessment. Videos of you working with a client/clients from one, or more, of these cases is required (including permission from the client/clients for this use). Videos of you training animals/ coaching clients to train animals are also required.

The evidence from your submission will be assessed by at least two assessors.

You will have the opportunity not to have any individual assessor known to you personally, involved in your application.

ORAL INTERVIEW

Following successful submission of your written and video evidence, you will be invited to attend oral interviews (up to three). Questions will be based on the written case records and the video evidence you submitted. You may also be asked questions about unseen cases / scenarios. Aggression cases will be included in the interviews.

AND

You will be assessed on your handling / training ability through video evidence, oral interview and review of your techniques and methods when coaching clients and dealing with aggressive animals.

WHAT HAPPENS NEXT?

You will receive feedback and the result of your oral interviews within one week. This will include any required skills development in the event of an unsuccessful application.

If you have any specific requirements or particular needs with regards to the presentation of your evidence or the assessment process, please inform the APBC via email: info@apbc.org.uk. If you have any concerns regarding the way in which the assessment process has been conducted, please refer to the APBC appeals process which is in line with the ABTC appeals process at www.abtc.org.uk.

Guidelines For Written & Video Evidence For CAB

BASED ON THREE SETS OF CASE RECORDS

The Performance Criteria for CAB (www.abtc.org.uk) will need to be shown through the following:

A. CASE RECORDS

You will need to submit case records for three cases. You should submit **three case records** in total for the species you intend to work with, e.g. 2 dog and 1 cat. At least one case should have taken place within the last 12 months. Your case records should be anonymised so that your clients, or any other professional, or persons involved in the case, **cannot be identified** (unless prior permission has been given), consent forms are required where individuals/ organisations can be identified.

Each of your case records should include:

- Overarching approach for the case, which could include notes / rationale (see below) / flow-charts for behaviour modification.
- Records of all relevant interactions with clients including completed history taking documents, video records, email exchanges, notes from telephone conversations, notes taken from consultations, reports to clients, generic handouts, video tutorials, or other resources used in the cases.
- Records of all relevant interactions with other professionals including any veterinary assessment, clinical or medical history from the referring veterinary practice, communications with the referring veterinary surgeon after consultations.

B. VIDEO RECORD

Video evidence must include an initial client consultation and at least one follow-up consultation. Please note, preferably these two videos would be from one of the above three cases. If this is not feasible, they may be from a different case. The consultation videos should show your body language and facial expressions, along with those of the clients. If not included in your consultation/follow up videos, video evidence of your handling animals and training at least three separate behaviours/cues in addition to coaching an owner to train their animal, will also be required..

The information you provide in A and B above will form the basis for your oral interview(s). In addition, from the feedback you receive from the assessment of your written and video evidence, you will see whether you have clearly achieved each Performance Criterion. You will also see that there may be Performance Criteria which have been only partially met, or not met. If so, then these Criteria will also be addressed in your oral interview(s).

If you wish to provide more information about your approach and rationale (see below), you are welcome to do so. This may reduce the questions needed at the oral interview(s).

Please do not, however, write a very long, detailed, referenced document, we are looking only at the Performance Criteria for CAB to be met. To be clear, we are not looking for a “case study” of the type you might see written up in a journal.

FURTHER INFORMATION ON RATIONALE

From the CAB Performance Criteria, you may also wish to include information addressing the critical evaluation of types of modification chosen, with reasons for exclusion of alternatives:

- Main factors influencing behaviour.
- Characteristics of pet and owner that influenced modification and communication choices.
- Influence of legislation/codes of practice.
- Review of effectiveness of modifications implemented.
- Modifications that were, or could be, made/future plans if these were not carried out.
- Reflection on your performance including any issues that arose and how these were dealt with.

This information on rationale is not a requirement of the written evidence, as it will be assessed elsewhere.

CAB Case Records Submission Check List

Once you have collated your written/video evidence and are ready to submit your case records please ensure each file is named using the following format;

Your Initials, Case Number, Type of Evidence

Please see the example on the next page for Jo Bloggs (JB) showing the list of evidence we might expect for submission.

In the case of communications with clients and professionals, you may have multiple emails/texts/WhatsApp messages to provide as evidence of correspondence. Please ensure the order of these is clear so your assessors can read these in chronological order.

Your assessors will also require a summary list of all the files you will be sending as part of your assessment so please use the application checklist as described below to do this (A blank application checklist is in your google drive folder).

You will be provided with a Google Drive link to upload your files.

PLEASE NOTE: Professionalism and organisational skills are important aspects of the role for which you are being assessed. This should extend to the organisation and clarity of your submission. Unfortunately we will not be able to accept submissions that do not include a submission checklist and/or do not follow the suggested file naming format.

How To Submit Your Documents And Videos

Once your deposit has been paid, the office will email you with a link to a drive in a google folder.

PLEASE KEEP THIS LINK SAFE OR BOOKMARKED AS YOU WILL NEED IT TO ACCESS YOUR FILE

If the email you have provided already links to a google account please sign into this account to gain access to your folder and this folder will also appear in the **SHARED WITH ME** section on your google drive

If the email you have provided us is not linked to a google account you will also receive a PIN number to input when you click on the link to gain access. If you do not receive a PIN number it is most likely that the email you have used is linked to a google account and you will need to sign into this account to gain access to your folder.

It is recommended that you press the '**forgot password**' using the email you provided to gain access

If you have any difficulties please contact samantha.bailey@apbc.org.uk

Once You Are Logged In

You will see 5 folders - Case 1, Case 2, Case 3, Conversation Recordings and Guidance. You will also see the '**MUST COMPLETE WITH APPLICATION application checklist**' which you must fill in.

As stated above, when you fill in the applications checklist the file names need to correspond to the files you upload so that they are easily located.

How To Upload a File

To upload a file you can either drag and drop the file into the correct sub folder, or click on '**+ NEW**' on the left hand side of your screen and click file upload.

NOTE: If you delete or change something it will change for everyone.

If you have any difficulties please contact samantha.bailey@apbc.org.uk

CAB Case Records Submission Check List Example

DETAILS OF WRITTEN EVIDENCE	CASE 1	CASE 2	CASE 3
Evidence of veterinary referral. <i>Completed referral form or email record.</i>	JB Case 1 Vet Referral	JB Case 2 Vet Referral	JB Case 3 Vet Referral
Risk Assessment <i>Specific risks identified in each case and how you mitigated against these. May be a risk assessment form* or simply your notes – could be included in case rationale if you are supplying one.</i>	JB Case 1 Risk Assessment	JB Case 2 Risk Assessment	JB Case 3 Risk Assessment
History Gathering <i>Completed questionnaire (if you used) and/or notes from consultation.</i>	JB Case 1 History	JB Case 2 History	JB Case 3 History
Communications with Clients <i>Unedited copy of report and any generic handouts received by client and summary of follow up sessions/calls/emails.</i>	JB Case 1 Client Communications	JB Case 2 Client Communications	JB Case 3 Client Communications
Communications with Professionals <i>Correspondence with referring vet e.g. discussions about medication, case summary and other professionals e.g. groomers where applicable.</i>	JB Case 1 Professional Liaison	JB Case 2 Professional Liaison	JB Case 3 Professional Liaison
Case Rationale *optional* <i>Overview of differentials, why you decided on the diagnosis and treatment plan you did. May include risk assessment and reflection on the case.</i>	JB Case 1 Rationale	JB Case 2 Rationale	JB Case 3 Rationale
CPD <i>CPD record for last 6 months and planned CPD stating what you hope to gain from it.</i>	JB CPD		
DETAILS OF VIDEO EVIDENCE	CASE 1	CASE 2	CASE 3
Consultation for One Case <i>May include evidence of training animals directly and coaching others to train. If not, evidence of this will need to be provided separately.</i>	JB Case 1 Consultation video		
Follow Up Session for One Case	JB Case 1 Follow Up Video		
Videos of training and coaching <i>If not included in consultation or follow up videos.</i>	JB Training My Dog Video		
Consent Forms <i>From clients who can be identified in videos or written records.</i>	JB Training Consent Forms		

Detailed Breakdown and Grouping CAB PCS

Detailed breakdown of CAB Performance Criteria and examples of types of evidence – these are for guidance only. It is the Performance Criteria which must be met. Please do not use the detailed breakdown as an exhaustive list with every point to be covered. Numbers correspond to the standards written above.

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
WELFARE AND LEGISLATION	
1. Critically evaluate the needs of a range of animal species and how these may be provided for whilst under your duty of care.	<p>Identify and critically evaluate welfare needs in the species seen, including factors within the physical environment, physical needs, emotional and psychological needs, inter- and intra-species interactions and ethology of the species.</p> <p>Demonstrate an awareness of the need for individual provision of welfare needs for all animals seen in practice, including those with particular medical, physical or behaviour needs.</p>
2. Identify the appropriate animal health and welfare legislation, associated codes of practice and other legislation relevant to the animals being worked with and take any action necessary to ensure these are followed.	<p>Demonstrate understanding of relevant sections of the Dangerous Dogs act 1991 and the ramifications for animals and owners.</p> <p>Demonstrate understanding of the Animal Welfare Act 2006, and the ramifications for animals and owners.</p> <p>Provide evidence of working within ABTC and APBC Codes of Practice and give an example of how this has impacted upon practice.</p>
3. Undertake risk assessments in line with current health and safety legislation	<p>Demonstrate understanding of potential hazards within the veterinary practice, consultation or training settings.</p> <p>Provide a risk assessment for the three cases evidenced, to include making the physical environment, interactions between animal(s) and human(s) and equipment used, safe for all involved.</p> <p>Demonstrate understanding of current health and safety requirements.</p>
4. Identify and act in ways that best ensures the well-being of the animal, protecting and promoting welfare both within the short and long term.	<p>Identify and critically evaluate welfare needs in the species seen, including factors within the physical environment, physical needs, emotional and psychological needs, inter- and intra-species interactions and ethology of the species.</p> <p>Demonstrate an awareness of the need for individual provision of welfare needs for all animals seen in practice, including those with particular medical, physical or behaviour needs.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
EVALUATING AND MODIFYING BEHAVIOUR <p>5. Gather evidence about the behaviour of the animal and the problem(s) for which advice is being sought from all sources identified as likely to provide relevant information. This could include direct observation, discussion with owner/keeper, assessments supplied by veterinary surgeons, case history. Critically evaluate the quality of this evidence and act appropriately to remedy any areas of concern or deficiency in it.</p>	<p>Identify and gather information needed for each of the three cases presented, through a variety of sources including:</p> <ul style="list-style-type: none"> • History-taking documents/ questionnaires • Observations • Questioning/interviewing owners/ handlers/ keepers • Medical history • Assessment from veterinary surgeon <p>Critically evaluate the evidence gathered and make appropriate decisions regarding its validity, impact of any bias, and any deficiencies.</p> <p>Gather any additional evidence required, having identified areas requiring clarification, or where insufficient evidence has been supplied. Critically evaluate the impact of the additional evidence on each of the cases.</p>
<p>6. Critically evaluate the effect of physical factors on the animal's behaviour including species, breed, parentage, sex, age, medical conditions, physiological status, developmental history and identify those most relevant to the problem(s) and areas of concern identified and for those for which help is being sought.</p>	<p>Identify and gather information on physical factors which may be influencing behaviour in each of the cases presented:</p> <ul style="list-style-type: none"> • Genetic factors – species, breed, type, parentage • Gender-related factors – sex, neuter status, neuter history, sexual cycles, pregnancy, parenting • Physiological factors – medical conditions, age, psychological and emotional states (e.g. fear, frustration, attentionseeking, seeking) • Developmental factors – condition of parents, breeding conditions, developmental history, medical conditions, age. <p>Critically evaluate the information to identify relevance to differentials (motivational factors), diagnosis of causes, behaviour triggers and maintenance factors.</p>
<p>7. Critically evaluate the impact of external factors on the behaviour of the animal, the problem(s) and areas of concern identified and those for which help is being sought, to include: immediate surroundings, wider environment, environmental pressures, ethological requirements, previous experiences.</p>	<p>Identify and gather information on external factors which may be influencing behaviour in each of the cases presented:</p> <ul style="list-style-type: none"> • Home environment – space (indoor and outdoor), access to areas, sleeping arrangements, feeding arrangements, enrichment • External environments – exercise provision and circumstances (e.g. on and off the lead), openness of spaces, visiting other premises. • Ethological considerations – opportunities for natural types of behaviour e.g. hunting, seeking, hiding, playing • Learning and life experiences – degree of pleasantness of the environment, use of aversives, inter- and intra-species interactions <p>Critically evaluate the information to identify relevance to differentials (motivational factors), diagnosis of causes, behaviour triggers and maintenance factors.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
<p>EVALUATING AND MODIFYING BEHAVIOUR CONT'D</p> <p>8. Critically evaluate the impact that husbandry/management practices have had on the behaviour of the animal, the problem(s) and areas of concern identified and those for which help is being sought, including: presence/absence of environmental enrichment, social contact, physical activity, interactions and relationship with owner/keeper and other humans, diet.</p> <p>Critically judge the evidence gathered, distinguishing between competing causes, assumption and explanations for the behaviour, and identify the most appropriate treatment regime for the animal, that is likely to effectively address the problem(s) and concerns identified and the animal's particular set of circumstances.</p>	<p>Identify and gather information on husbandry and management factors which may be influencing behaviour in each of the cases presented:</p> <ul style="list-style-type: none"> • Environmental enrichment e.g. activity toys, puzzle feeders, games • Suitability of diet for balance and good health – suitable weight • Periods of isolation – from other con-specifics, humans, use of day care, or other carers e.g. walkers • Presence of con-specifics and other animals • Social interactions – inter- and intra-species interactions • Relationship with owner(s)/ keeper(s) – expectations of the animal, meeting ethological needs, use of aversives/punishments, controlling, Substitute child, harsh, Inconsistency, lacking in clarity of communication • Daily activities – amounts and types e.g. training, play, exercise <p>Critically evaluate the information to identify relevance to differentials (motivational factors), diagnosis of causes, behaviour triggers and maintenance factors.</p> <p>Identify the most appropriate behaviour modification techniques and approaches based on the most relevant differentials, having excluded the less relevant ones, with reasons.</p> <p>Identify the most appropriate behaviour modification techniques and approaches for that animal and the human owner/keeper given their situation and lifestyle.</p>
<p>9. Critically evaluate issues concerning the safety, efficacy and reliability of complementary and alternative or nonprescription or prescribed therapies or products.</p>	<p>Demonstrate an awareness of the efficacy and safety issues involved in the use of complementary therapies. Critically evaluate their use, based on sound evidence e.g.</p> <ul style="list-style-type: none"> • Acupuncture • Homeopathy • Hydrotherapy • Massage/ touch/ pressure/ chiropractic techniques • Pheromones • Nutraceutical supplements • Herbal/ natural remedies <p>Demonstrate an awareness of the efficacy and safety issues involved in the use of prescribed products. Critically evaluate their use, based on sound evidence e.g. Prescription medication – psychoactive drugs</p> <p>Recognise the potential behavioural effects of common medical conditions on behaviour, related to motivation, emotional state, hunger and engagement with training e.g.</p> <ul style="list-style-type: none"> • Pain (e.g. dental or arthritic) • Skin conditions (especially chronic) • Gastrointestinal conditions (especially chronic) • Pica

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
EVALUATING AND MODIFYING BEHAVIOUR CONT'D <p>10. Demonstrate skill and competency in the selection and use of a wide range of behavioural modification techniques and training aids to address undesirable and problematic behaviour and be able to teach others how to use these effectively as appropriate, to ensure their effective use, and protect against their misuse, and ensure owners/keepers protect the welfare of the animal.</p>	<p>Identify and critically evaluate the likely efficacy of a wide range of behaviour promotion and modification techniques and practices based upon the animal's:</p> <ul style="list-style-type: none"> • Age and developmental stage – sensitive periods, socialisation periods, maturity • Life and Learning experiences – environmental enrichment, training, use of aversives • Physiological and psychological state – medical status, emotional state <p>Critically evaluate the likely effects of the behaviour modification techniques and practices in:</p> <ul style="list-style-type: none"> • Preventing development of unwanted behaviours e.g. fear, anxiety, attention-seeking, frustration, boredom, lack of self-control • Modifying unwanted behaviours which have developed • Promoting and maintaining the animal's welfare <p>Critically evaluate a range of training techniques and aids which may be used to prevent the development of unwanted behaviours, or to modify existing unwanted behaviours.</p> <p>Understand and explain those techniques which may have the effect of promoting or maintaining unwanted behaviours</p>
<p>13. Justify why a particular treatment regime has been selected to address the problem(s) identified, against any other possible regimes.</p>	<p>Critically evaluate the behaviour promotion activity you have presented, identifying with reasons, for your choices of activity, equipment, environmental set up, number, type of animals involved.</p> <p>Critically evaluate the three behaviour modification cases you have presented, identifying with reasons, your choices of technique, training, management, enrichment and owner education components.</p> <p>Explain your decisions and rationale for your choice of behaviour modification programme rather than any possible alternatives.</p>
<p>14. Devise and implement a structured treatment regimen, that identifies and sets realistic goals and time scales for monitoring of its progress and assessment of its success.</p>	<p>Present three behaviour modification plans based on three cases covering a range of unwanted behaviours.</p> <p>Set out realistic, achievable goals for clients as part of a behaviour modification plan in the three cases.</p> <p>Set realistic timescales for progress reviews, and specific measurable outcomes as assessments of success.</p> <p>Revise the programme following reviews of progress to set new goals.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
EVALUATING AND MODIFYING BEHAVIOUR CONT'D <p>20. Critically evaluate the effectiveness of the treatment regime through appropriate follow-ups which may include direct observation of the animal and/or liaison with the owner/keeper and others involved with the animal. As appropriate, revise the regime in response to this feedback to ensure its effectiveness and success.</p>	<p>Produce a review of your three cases which includes goals reached, those yet to be reached, and further actions needed.</p> <p>Critically evaluate how effective each stage of your programme has been in bringing about the modifications intended.</p> <p>Identify any unintended effects of your programme and how you will address them.</p> <p>Identify points for progress reviews, with timescales, and provide evidence of how at least one follow-up session took place.</p> <p>State the revisions to the plan for each case, with your reasons. Provide examples of feedback given to owners/ keepers.</p>
ANIMAL LEARNING AND TRAINING <p>11. Apply the principles of animal learning theory to humane training methods to achieve agreed goals.</p>	<p>Using humane techniques and methods based on maintenance of animal welfare throughout, demonstrate an understanding of how animals learn through practice, trial and error, associative learning, superstitious learning, biological factors.</p> <p>Demonstrate understanding and effective application of classical conditioning in processes such as: desensitisation, habituation, flooding, temporal contiguity, generalisation & discrimination, extinction & spontaneous recovery, in behaviour modification and training.</p> <p>Demonstrate understanding of operant conditioning in processes such as: use & disuse, shaping, superstitious behaviour, extinction and recovery, counter-conditioning, reinforcement schedules, use of reinforcers and punishers, i.e. interval schedule, positive and negative reinforcers and punishers, escape and avoidance learning, primary and secondary reinforcement.</p>
<p>12. Demonstrate the ability to train an animal to do the exercises appropriate to the animal species, context and desired behaviour, in a number of different ways, taking into account the animal's species, breed, type and physical capabilities.</p>	<p>Demonstrate handling and training skills in at least one species to train at least three different behaviours, based on the animal's needs.</p> <p>Use a variety of techniques and equipment to engage the animal and handler based on the animal's physical, psychological and emotional needs.</p> <p>Provide a suitable environment for the training to take place. Work safely with the animal and handler.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
COUNSELLING AND COMMUNICATION <p>15. Discuss and agree treatment regime with the owner/keeper and others involved with the animal for which advice is being sought, rectifying areas of misunderstanding, confusion or concern where appropriate, and obtaining their informed consent.</p>	<p>Take part in discussions with owners/ keepers to agree sensible, manageable behaviour promotion strategies.</p> <p>Ask and answer questions of/from owners/ keepers to clarify meaning, rectify misunderstanding, challenge misconceptions, address any concerns, obtain consent for actions.</p>
<p>16. Ensure the owner/keeper understands their role in the delivery of an effective programme of treatment and the importance of maintaining the desired change to behaviour once it is achieved.</p>	<p>Demonstrate a range of communication skills, both written and oral, to convey the information needed for the owner/ keeper to understand the need for consistency of approach, and long-term maintenance of the agreed behaviour modification plan.</p> <p>Write clearly, concisely and using plain language, to provide a written treatment programme for the owner/ keeper to change behaviours and maintain the change.</p> <p>Engage the owner/ keeper in dialogue using a variety of techniques including:</p> <ul style="list-style-type: none"> • Showing an interest • Being genuine • Listening empathically • Asking open questions • Reflecting back what you think the owner says • Avoiding criticism • Avoiding being judgemental • Avoiding cognitive dissonance • Avoiding conflict • Offering some choices for ways forward
<p>17. Identify and liaise with other professionals (e.g. veterinary surgeons, breeders) and organisations involved in the care of the animals for which advice is being sought to ensure a consistent and appropriate approach to resolution of the problem that both promotes animal welfare and is legally compliant.</p>	<p>Demonstrate a range of communication skills, both written and oral, when working with other professionals.</p> <p>Provide evidence of working with veterinary staff, clinical animal behaviourists, charity and rescue staff, complementary professionals for your three behaviour modification cases, through reports, notes, dialogue and medical records.</p> <p>Provide evidence of working with veterinary staff, clinical animal behaviourists, charity and rescue staff, complementary professionals for your three behaviour modification cases, to promote the welfare of an animal.</p> <p>Provide examples of how legislation has impacted upon your case outcomes and your working practices including the Dangerous Dogs Act 1919, or the Animal Welfare Act 2006.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
COUNSELLING AND COMMUNICATION CONT'D <p>18. Identify any professional, ethical or other issues that have arisen when working with the animal, owner/keeper or other individual and take appropriate action to address these.</p>	<p>From your three behaviour modification cases, critically evaluate professional or ethical issues which have arisen and what action you have taken to address them with the owner/ keeper.</p> <p>Ethical issues to include:</p> <ul style="list-style-type: none"> • Animal welfare • Social interactions; social isolation; use of aversives • Physical well-being related to diet, exercise, space, sleeping arrangements • Psychological and emotional well-being related to management, environmental enrichment <p>Professional issues to include:</p> <ul style="list-style-type: none"> • Working relations with other professionals, clients, owners • Maintaining confidentiality while remaining within the law • Dealing with differences of opinion <p>Give your reasons and rationale for your actions.</p>
<p>19. Explain to the owner/keeper of the animal, through written guidelines or other appropriate system of feedback, the areas of concern regarding their animal that have been identified, their possible causes and the rationale behind the treatment regime selected to remedy these and any other associated issues that have been identified.</p>	<p>Provide the behaviour modification plans from your three cases.</p> <p>Provide the following information:</p> <ul style="list-style-type: none"> • Identified motivations (differentials) for the animal's unwanted behaviours • Reasons for discounting other possible differentials • Goals to achieve to change unwanted behaviours • Timescales for change • Record of the actions needed by the owner/ keeper • Rationale for the techniques, management approach, training regime you have chosen <p>Adaptations to address any relevant access issues for those with particular needs or disabilities.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
PERSONAL REFLECTION AND DEVELOPMENT <p>21. Maintain required records on each animal so that it is possible to critically reflect on the appropriateness and success of different treatment regimes; identify any improvements to practice that could be made.</p>	<p>Identify what went well, and less well, in working with the animal and owner/ keeper in each of your three cases.</p> <p>Provide records of progress of each of your three cases, which include a critical analysis of the success and efficacy of the treatment regime.</p> <p>Provide an evaluation of your three cases, including a critical review and reflection of your professional practice. Identify areas for future improvement.</p>
<p>22. Maintain a high level of professional conduct including an awareness of own limitations and refer cases on when appropriate.</p>	<p>Demonstrate a high level of professional conduct through your video evidence and written records, showing that you have treated clients, other professionals and animals with respect, empathy and with a focus on welfare at all times.</p> <p>Demonstrate that you have worked within the Law, following appropriate codes of conduct and following health and safety guidelines.</p> <p>Give examples of situations in which you would refer a case and who you would refer it to e.g. a case involving aggression leading to injury; a case involving abnormal (pathological) or dangerous behaviours.</p>
<p>23. Identify gaps in own knowledge and understanding; and plan, record and evaluate a personal Continuing Professional Development (CPD) programme to address these.</p>	<p>Provide a CPD programme for the next 6 months based on the critical review and reflection of your professional practice, stating the types of activities and providers.</p> <p>Provide your CPD record from the last 6 months.</p>