Companion Animal Welfare Council

THE REGULATION OF COMPANION ANIMAL SERVICES IN RELATION TO TRAINING AND BEHAVIOUR MODIFICATION OF DOGS

A Report Published by the Companion Animal Welfare Council

July 2008

A report on

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"In furtherance of these objectives, the Council will:
Undertake independent and objective studies of companion animal welfare issues and identify where further information is required.

Prepare and publish reports thereon.

Make available information and research data which it has obtained, in order to enable Parliamentary legislation on companion animal welfare issues to be drafted and debated on an informal basis.

Be open to requests for objective views, advice and the carrying out of independent studies on issues concerned with the welfare of companion animals."

Similar to other CAWC Working Group Reports a "Call for Evidence" to potentially interested organisations was held. Following the receipt of submissions, major contributors were invited to attend an oral presentation where they could present further comments.

A draft Final Report is then produced by the Working Group (not all members have to agree with the final conclusions) for submission to CAWC for consideration and ultimately approval and publication.

CAWC is an independent organisation launched in 1999 and funded through a charitable trust, the Welfare Fund for Companion Animals. Funding is derived from companion animal welfare charitable organisations. Membership of CAWC is on an individual basis according to the expertise of the Council Member and not on the basis of representation of the supporting welfare charities.

The Regulation of Companion Animal Services in Relation to Training and Behaviour Modification of Dogs

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PREFACE

Understanding the rules and expectations of the society in which we live helps to minimise the risk of misunderstanding and strife. We invest heavily in the education of children and adults to ensure this, but the education of the other animals, which are also an integral part of our society, is more readily overlooked. Animals are trained or "educated" for many reasons, for professional work, service, education and for leisure, and in any case training may be an integral part of their perceived value. When animals are required for work there are usually formal training regimes, which have been developed to achieve the end goal. These programmes may be of a high standard but they are frequently not publicly available, externally validated or quality assured. This may give rise to public concern for the welfare of these animals both in the work-place and during training. The situation in relation to non-professional use with services, for example Pet Assisted Therapy (PAT) for Dogs; education, such as teaching equitation and leisure, for example competition work, is even less controlled. It is therefore a potential cause for concern, as animals may be forced towards goals which are beyond their capacities by well-meaning owners who are even less experienced in assessing animals and their welfare. Should problems be identified, many responsible owners will seek help and approach others for assistance in good faith. However, here too, problems may arise since there is no nationally accepted benchmark for qualification and skill in training or behaviour modification. It is this range of concerns that sets the background to this report. With no minimum standard there can be no assurance of quality.

However, the issue is more than one of quality; it extends to concern about animal welfare and the society we live in. Those who train animals not only have a responsibility to bring about the desired behaviours but must also safeguard the well-being of the animals with whom they are entrusted. The ultimate aim should be to produce an animal that offers a given behaviour because it wants to please rather than because it is afraid to disobey. Obedience through fear is clearly a welfare issue of importance. Tolerance of poor methods also suggests an acceptance by society of cruelty and irresponsibility. In addition, animals that are inadequately trained are not only a potential nuisance or danger to their owners, but also more broadly to their communities and society. Poor training may be the result of owner neglect or ignorance, or trainer abuse or ignorance and these animals inevitably suffer from living in either an intimidating or uncertain environment. In addition with the new Animal Welfare Act (2006) there is a responsibility for a "duty of care" placed upon owners and those responsible for a given animal, to adopt good practice, but without guidance on this matter, how can such legislation bring about its desired effect? Accordingly, it is only right that we consider if there are adequate systems in place to ensure appropriate standards in animal training and the necessary safeguards to protect the well-being of both humans and non-human animals.
The training of animals also has the potential to affect the attitude of society to them. An animal that has been properly trained with sensitivity for its needs will not only be relaxed in its behaviour around others but will perceive interactions with people as a positive experience. It will have confidence through knowing what it should do in a given situation and, in return, society will grow in its respect and admiration of the species with which we share our lives. By contrast the presence of poorly educated animals is likely to encourage resentment towards them and their conspecifics and potentially ostracise those who enjoy their company. We already see no-go areas within town centres and housing developments for pets, limiting the freedom of pet-keepers and the beneficial impact these animals can bring to our society.

Given these potential influences of animal training on society, we consider specifically whether there is a role for Government in the regulation of companion animal services in relation to training and behaviour modification. While the principles of training and their impact on animal welfare are universal, it soon became apparent that a comprehensive review of training in all species or even within one species was beyond the scope of this report, and so we have focused on the issues relating to pet dogs as a model species. Dogs have been chosen since training is an integral part of

the success of their co-existence in society. Amongst the various forms of training applied to dogs, pet animal training has been focused upon, since this is both the largest area and one in which there is perhaps the most naïve consumer (i.e. the owner) who may need protection.

This report should therefore be seen as the first in a series addressing issues relating to the welfare concerns arising from the training of animals. We focus primarily on the issue of the regulation of related services and identify areas for future reports in the series within this context.

ACKNOWLEDGEMENTS

We are most grateful to all those (listed in Appendix 4.2) who responded to CAWC's request for written and oral evidence on the subject. The evidence submitted has been helpful in the development of this report. Where appropriate, written submissions have been incorporated into the report with minimal editing. Acronyms used within the report are included in Appendix 5.

SUMMARY

Trainers and behaviourists use behaviour modification programmes; trainers in a preventive capacity and behaviourists in a resolving capacity (they both modify behaviour). The term Behaviour Modification Practitioner (BMP) is used in this document for anyone training or treating an animal's behaviour, Trainer for a trainer, clinical animal behaviourist (CAB) for behaviourist and education/ educators for programmes designed to 'qualify' professional trainers and CABs.

There are clearly a large number of different standards and codes of practice that directly or indirectly relate to the provision of training and behavioural advice and treatment of behavioural problems both within the UK and at European level. Whilst there are several individual and nationally operated schemes in place that are worthy of mention, they all have their limitations. They are either species specific or they focus on one standard of the individual e.g. academic knowledge versus practical ability, and are hence restrictive in their inclusivity.

A call for evidence failed to bring forward direct accounts of problems relating to a lack of regulation, although many believed that problems did exist as a result of lack of regulation of the field, and that the absence of coherent and consistent qualifications was confusing to the public.

There was full support for the view that all of the services which provide training and behaviour modification should be regulated, preferably side by side with a common point of entry for enquiries or complaints from the public.

A framework process for the recognition of knowledge and expertise at all levels in dogs was identified in the current Kennel Club proposal for an Accreditation Scheme for Instructors in Dog Training and Canine Behaviour. Another scheme which is academically rigorous, recognising both scientific knowledge and experience is the Association for the Study of Animal Behaviour (ASAB) accreditation programme for Clinical Animal Behaviourists. This has the advantage that it is not species limited, but it is only relevant to those working within clinical animal behaviourism.

It is concluded that the Kennel Club scheme could be used as a model to describe and accredit training and behaviour services involving other species, such as the horse, and that the specific professionalisation of BMP could be recognised through the ASAB scheme. However, the success of such proposals is likely to depend on either direct regulation (such as the protection in law of the term "Clinical Animal Behaviourist") or indirect regulation through the duty of care under the new Animal Welfare Act 2006, whereby failure to comply with nationally recognised standards might not be an offence in its own right, but be used in evidence to support an argument where a breach is believed to have occurred.

THE REGULATION OF COMPANION ANIMAL SERVICES IN RELATION TO TRAINING AND BEHAVIOUR MODIFICATION OF DOGS

Recommendations

1. Regardless of form, cost or intention of the parties delivering or receiving training or behavioural services, there should be an overriding duty to secure the highest possible standard of welfare for the animals and to protect the public from animals that have been inappropriately or negligently trained or treated

2. It is inadequate and potentially a danger to both animal welfare and in extreme cases, to an individual's personal health, to have no national standards or controls over those who deliver services.

3. Public policy should reflect that animal welfare takes priority over other considerations except human welfare.

4. In order to safeguard welfare, individuals or organisations providing such services should be publicly accountable for the training / treatment that has been provided.

5. Prior to any regulatory structure being considered for all those involved in the provision of education of trainers and CAB, it would be considerably advantageous to have an established framework that has been adopted by the leading professional and trade associations representing members who already provide such services. It is to be hoped that market forces and concern for legal cover will, in the long-term, force the majority of practitioners to seek affiliation with one of the professional trade associations.

6. A set of flexible standards needs to be agreed, based initially on informed consensus amongst the bodies that represent those who deliver such services.

7. A common code of conduct needs to be adopted. This will provide a common standard, which will clearly map on to the principal welfare concerns identified in this report. In addition, it is necessary that such a system allows for recognising the actual performance of trainers and CABs and the delivery of the desired outcomes. These desired outcomes must, however, be clearly defined. The format and content of education programmes would naturally follow from such goals.

8. Irrespective of the nature of the particular education service on offer, there are a number of common standards that all those who deliver such services should adhere to:

    i. Membership of a professional body or trade association with an appropriate code of conduct which provides for the welfare of those animals being the subject of its members' training programmes.

    ii. A provider should be appropriately educated to a set of nationally recognised standards and should not undertake procedures for which appropriate education has not been undertaken or for which competence is not evidenced.

    iii. The training/behaviour modification process should not require the animal concerned to suffer unnecessarily or suffer inappropriate pain or be injured during or after the

process. The process must be safe both during delivery and by way of the intended outcome for both the owner and the animal.

iv. The trainer /CAB's skills and knowledge should remain current through a process of maintaining and updating their knowledge for the standards required for the range of services that they are offering and providing through continuing professional development (CPD).

v. The professional body or trade association shall have a regulatory framework backed up by a disciplinary process to which all its members are expected to adhere.

vi. The standards will need to be assessed on a regular basis. This should be clear and unambiguous.

vii. There should be a transparent complaints procedure.

viii. Members of the professional body or trade association must be appropriately insured.

ix. It is recognised that standards underpinned by individual education alone cannot guarantee good service, acceptable animal welfare, or appropriate training methods. In order to reliably ensure the standard of performance of the individual member, organisations will be required to have investigative and disciplinary procedures. Such procedures will in turn need to be fully compliant with accepted practice and meet the procedural tests of natural justice, human rights and deliver appropriate disciplinary outcomes commensurate with proven breach.

xi. Where the BMP involves residential care for the animal, consideration should be given to include the requirement that the residential care offered be reviewed against existing statutory standards. Referral to those standards in the Companion Animal Welfare Council Report "Companion Animal Establishments: Sanctuaries, Shelters and Re-homing Centres' are proposed.

xii. The continuation of BMP should take account of health, welfare and temperament evaluation of the animal concerned to ensure suitability and capability for continued BMP.

9. Consideration should be given to the potential legislative requirement for an owner to have a dog trained or problem behaviour rectified as part of their duty of care under the new Animal Welfare Act 2006 and the wider communication of this to the public, together with advice on how to recognise a trainer or CAB whose practices will comply with the requirements of this Act.

1.0 INTRODUCTION AND AIMS

1.1 Background

There are a large number of individuals, often loosely termed as trainers or behaviourists delivering BMP related services for commercial reward. There are other similar services delivered within the context of animal welfare establishments, hobby groups, clubs and under the informal groupings of special interest groups. In the absence of any data, it is impossible to say exactly how many are presently operating, although the visible marketing efforts of such individuals and groups are a reasonable suggestion of their presence and are generally not hard to find or experience. The services are not subject to any form or mechanism of public accountability or regulation. It is not only the scale of the sector that is unknown, so too is the standard of BMP, its appropriateness, its impact on those animals concerned, the benefit or otherwise to keepers or to society at large. Trainers and CABs may be subject to civil law in terms of any contractual i.e. business relationship that they enter into with their clients. Additionally some may also be constrained by law in relation to matters that larger established businesses tend to encounter, such as planning and highway constraints, noise abatement, pollution controls and nuisance. Trainers and CABs currently have no legal duty beyond that which applies generally to domestic and captive wild animals, namely to refrain from treating the animals cruelly when providing BMP.

In the absence of any formal regulation there is considerable concern in many quarters about the treatment of some animals during the BMP process, the appropriateness of the programme undertaken, the standard of welfare, the animals' subsequent behaviour and in particular, it is alleged that many, if not most, individuals offer BMP services without any formal education, qualifications or appropriate experience. It is against this background that the present report has been written.

1.2 Introduction

The Companion Animal Welfare Council (CAWC) has pleasure in publishing its report on the regulation of Companion Animal Services in relation to Training and Behaviour Modification.

The report deals with domesticated animals kept by individuals and groups for companionship, interest, hobby and breeding.

The aim of the report was to conduct a wide ranging review of the services provided by trainers and behaviourists. It was recognised that this was a vast subject to review and hence the report has focused on the issues relating to pet dogs, however the framework provided may be applicable to other species or other circumstances.

The terms of reference of this report were to:

1. Review the current position in relation to provision of training and behaviour modification services available to the public.
2. Review the current position in relation to the education and skills training for those seeking to offer training and behaviour modification services to the public.
3. Identify the need and/or establish a framework for a quality assured system regulating the provision of training and behaviour modification services available to the public.

This was to be achieved through:

- The provision of an opportunity for written and oral public consultation on the status and need for standards among those offering training and behaviour modification services.
- A review of the nature of different service providers and their membership criteria, in relation to providing a quality assured service.
- A review of the nature of different qualifications provided to those interested in training and behaviour modification services, in relation to their transparent quality.
- An analysis of this information to identify and provide a framework for best practice in the future.

This report on the Regulation of Companion Animal Services in Relation to Training and Behaviour Modification brings together evidence from a wide range of individuals and organisations. The recommendations resulting from these consultations are submitted as a basis for action at local and central Government levels and by private and voluntary bodies concerned with training and behaviour.

1.3 Scope of the Report

Risks associated with the lack of regulation

The original proposal was that the Call for Evidence should include both members of the general public and also those people who were involved in behaviour modification as either trainer or clinical animal behaviourists. A survey and oral evidence was gained in seeking evidence for this paper. This was designed to gain information and views on the relationship between training, behaviour modification and:

- Potential harm to animals
- Potential harm to the public
- Potential confusion arising from what a particular qualification means
- Impact of absence of any controls, standards or common practices.

The Call for Evidence is provided in Appendix 3.

1.4 Method of Enquiry

Working Group established March 2003.
Terms of Reference and proposed methodologies established August 2003
Data collected September – February 2004
Data analysis May – July 2004
Progress Report presented to Council October 2004
Invitations to present oral evidence – February 2005
Further consultation with interested parties – November 2005
Interim report – March 2006
Final reports submitted to Council - April 2006
Extract of report circulated to individual organisations to confirm accuracy – June 2007
Council to review final draft – October 2007

Oral evidence was presented on the 3rd February 2005 by:

- Blue Cross
- Kennel Club
- Epping Forest District Council

- Protecting Animals in the Media (PAWSI)
- ASAB Accreditation Committee

Responses to the following questions were received:

- Do you think that there are satisfactory standards and codes of practice for those people who provide behavioural advice and training for pets?
- With which standards or codes are you familiar?
- How well do you think these codes or standards protect the public and protect the pet?
- Do you think the Government should make standards and codes of practice necessary for all people who provide behavioural advice and training?
- What protocols do you believe should be put in place?
- Other points that providers of evidence wish to be considered.

2.0 CURRENT POSITION IN RELATION TO TRAINING AND BEHAVIOUR MODIFICATION

Currently the provision of training and behaviour modification services appears to be broadly divisible into two approaches:

1. Congregations of service providers who belong to an organisation with clear membership criteria defined by a governing body or council. These organisations tend to have a Code of Practice, which provides a point of reference for the public as to what they can expect from a member service provider.
2. Individuals or practices that operate either individually or in association with affiliates on the basis of reputation. The operating criteria of these is often less transparent to the public.

In the following subsections, examples are given and where the text provided is taken directly from the source it is identified as such by being written in italics. The text does not necessarily reflect the opinion of CAWC or the authors of this report.

2.1 Organisations or service providers who belong to an organisation with clear membership criteria defined by a governing body or council

A number of organisations have well established membership procedures and codes of practice, with others having more limited arrangements. Broadly speaking this group can be further divided into five sub-groups. Examples of the arrangements in place in a range of organisations are detailed below. These examples also illustrate the range of membership criteria procedures and their relationship with membership academic and skills requirements.

2.1.1 Organisations requiring independently delivered and externally accredited academic qualification and/or independently and accredited practical experience for recognition.

These organisations are characterised by their requirement for and recognition of formal qualifications, such as undergraduate degrees, which are not provided by the membership organisation. Thus training and certification are independent.

Examples include:

Certification as a Clinical Animal Behaviourist by ASAB (Association for the Study of Animal Behaviour)

The Association for the Study of Animal Behaviour (ASAB)

ASAB is a registered charity (No. 268494). The Association for the Study of Animal Behaviour was founded in 1936 to promote the study of animal behaviour and membership is open to all who share this interest. There are approximately 2000 members, the majority drawn from Britain and Europe. Many members are professional biologists who work in Universities, research institutes or schools. ASAB produces a leading international scientific journal called Animal Behaviour. It promotes the study of animal behaviour by holding conferences. They actively support research into animal behaviour by offering research and travel grants to members, sponsoring workshops and offering vacation scholarships for undergraduates. A regular newsletter is published for members. It has an Ethical Committee to promote the ethical treatment and conservation of animals and encourages the teaching of animal behaviour in schools. They have an Accreditation and Certification Scheme, a Code of Conduct, Register of Certified Practitioners; they oversee the supervision of practical experience and produce a number of publications and products.

In 1998 ASAB set up a working party to examine the need for a professional framework for people working in applications of animal behaviour, along the lines of the Board of

Professional Certification run by the Animal Behaviour Society for the USA and Canada. Initially they focused on those treating behavioural disorders of companion animals (Pet Behaviour Counsellors). They recommended that a Certification Scheme for the UK would be helpful to allow both pet owners and professionals, such as Veterinary Surgeons, to select behaviourists with proper qualifications and skill. The Committee consists of ASAB members, representatives from the Royal College of Veterinary Surgeons, the British Psychological Society and the International Society for Applied Ethology. Certification is offered for clinical animal behaviourists working with the behaviour disorders of dogs, cats and other animals. Currently, active practitioners with extensive clinical experience are invited to apply for full certification. Applicants need to demonstrate that they possess appropriate skills, knowledge and abilities, including an Honours or higher degree in a relevant subject, appropriate specialist courses and at least 3 years of regular clinical experience. The Committee will also accept applications for pre-certification from practitioners who, whilst currently lacking the range of clinical experience needed for full certification, can demonstrate that they possess knowledge and experience that are at least equivalent to the formal academic requirements of the Certification Scheme. The Committee will assess the extent to which the applicants experience meets the published standards, with a view to exempting them from elements of the requirements for supervised experience where it deems it appropriate. ASAB does not currently approve particular courses, although it may ratify them in the future. Experiential requirements are based on evidence of significant experience of working under the supervision of several Certified Clinical Animal Behaviourists (CCAB) in a clinical setting. Renewal of Certification is annual and requires a summary of ongoing experience and clinical work and completion of continuing professional development. The Accreditation Committee has set out a Code of Conduct which communicates the minimum standards for conduct with which the Certificated Animal Behaviourist (CCABs) are required to comply. The Code is also supplemented by several other guidelines and statements on matters of ethics and conduct published by the Association and Council and Committees.

Membership criteria

- *Practicing members must have academic qualification and practical experience*

Code of practice

- *Code of practice to which members must adhere*

Membership of APBC (Association of Pet Behaviour Counsellors)

The Association of Pet Behavioural Counsellors was founded in 1989 to develop the profession of pet behaviour counselling and standardise the level of service provided. It is now an international network of experienced pet behaviour counsellors who, on referral from Veterinary Surgeons, treat behavioural problems in dogs, cats, birds, rabbits, horses and other pets.

The APBC also runs seminars and workshops both for its members and others interested in the field of pet behaviour, therapy and dog training. APBC seeks to encourage individuals, who wish to embark on a career in pet behaviour therapy, to aim to obtain the highest academic qualifications available to them, and as such, a degree is the minimum level acceptable for APBC membership. APBC strongly suggest that individuals should meet the minimum requirements for the ASAB (Association for the Study of Animal Behaviour) Certification Scheme before they apply for membership.

Membership criteria

- *Different tiers of membership. Full membership requires an undergraduate degree in a related discipline.*
- *Practicing members must have formal academic qualification and practical experience.*

Code of practice

- *Code of practice to which members must adhere.*

The Canine and Feline Behaviour Association of Great Britain

Their listed criteria are:

Practical Experience

Proven ability of dog training skills, minimum of 5yrs full-time (multiple breeds).
Service or ex-service dog handlers / trainers
[Police, Armed Forces, Custom + Excise etc.]
Professional Trainers .
[Dogs trained for people with various disabilities e.g. Guide Dogs, Hearing Dogs etc.] or those who have trained/competed and obtained Kennel Club awards. [Obedience up to Class 'B', / Working Trials up to WD, / Field Trials award]

Communication Skills

Academic qualification, HND or Degree in Human Psychology, Psychotherapy, Counselling.
or Qualified RSPCA inspector,
or Qualified Environmental Officer
[NVQ level 3 in Animal Welfare specialising in investigations into nuisance, abuse of, or harm to animals]
or Instructional Qualification canine/human [Service, Guide Dogs, Hearing Dogs etc]
British Institute of Professional Dog Trainers [Advanced Grade]

Written Evidence

Ten Case studies with full information on the client and behavioural advice/ program are required. This will be a part of the CFBA application binder

Follow Up procedures

Post the consultation please state clearly in writing how you monitor the case what system you have in place to contact the client and at what intervals.

DV Filming

Applicants are required to submit evidence on a DV Tape, which demonstrates a consultation with a client for at least one hour. The tape must be dated and the clients contact details must be included. A letter from the client giving their permission for the CFBA to review the said tape.

Literature

Copies of leaflets or hand-outs which are given to people and commensurate with the pet/advice given. If the author of the handouts is not you, the original author of the handout must be credited therein.
Membership of other organisations may at the discretion of the Governors be credited towards your qualification for membership.

Interview / Assessment

All applicants may be interviewed at the discretion of the Governors. Applicants will have to provide all relevant documentation and direct references to support previously submitted documents. All interview assessments will be filmed as a genuine record of the interview and what was said. The film is the property/copyright of the CFBA.
The applicant will have to demonstrate their ability to:
• Interview a client

• Gather information
• Assess Dog/Cat Behaviour
• Assess - Client's psychological requirements and expectations
• Analyse problem/s observed
• Advise and offer a behavioural modification and or training program

2.1.2 Organisations requiring internally delivered but externally accredited academic qualification and/or practical experience

These organisations are characterised by their requirement for specific qualifications, such as completion of their own courses, which are externally accredited. Thus they are both training provider and membership certification provider, but the two can be considered independent from a quality assurance perspective, although they are linked from a business perspective. An example of such an organisation is:

COAPE (Centre of Applied Pet Ethology)

COAPE was founded in 1993 by Peter Neville, Robin Walker and the late John Fisher. COAPE offers a range of correspondence and residential diploma courses that are fully independently accredited by the UK National Open College Network. COAPE practitioners are professionally available on referral from a Veterinary Surgeon to assess and treat emotional and behavioural problems in cats and dogs. COAPE affiliates are holders of the COAPE Diploma in practical aspects of companion animal behaviour, which is independently accredited by the UK's National Open College Network. Affiliates maintain an ongoing interest in the subject but may not be in general behaviour referral practice outside of their place of usual employment such as Vets, Veterinary Nurses, Assistant Dog Trainers or Animal Welfare Professionals. They have a code of practice to which members clearly adhere.

Membership Criteria

- *Practicing members must have undertaken the COAPE courses*

Code of practice

- *Code of practice to which members must adhere*

2.1.3 Organisations requiring internally recognised qualification and/or practical experience

These organisations are characterised by their requirement for specific qualifications, such as completion of their own courses. Thus they are both training provider and membership certification provider and the two cannot be considered totally independent. An example of such an organisation is:

The British Institute of Professional Dog Trainers

The British Institute of Professional Dog Trainers was founded in 1974 and offers a range of instructor courses to qualify instructors across 4 grades. The organisation was principally set up to represent trainers and handlers in the private sector. They have 3 routes for membership:

Route 1 is considered by the Board of Governors from persons of good character employed professionally as service dog handlers or by others who have the relevant knowledge and experience to qualify for full membership.

Route 2 is by qualification for people who have been awarded an Advanced Certificate on the Institute's Instructor courses.

Route 3 is the transfer from Associate Membership by application to the Board of Governors after a period of 3 years. This should be accompanied by documentary evidence of enhanced experience (courses attended, qualifications gained and practical experience).

Membership criteria

- *Internally assessed and full membership requires evidence of course attendance and practical experience over a number of years*

Code of practice

- *Code of practice to which members must adhere.*

Recommended Associate Dog Listener

The first step is to attend the 2 day Foundation Course. On successful completion of the Foundation Course, participants are invited at Jan Fennell's discretion to attend the 3 day Advanced Course. Once you have successfully completed the Advanced Course you can start working with owners to teach them how to communicate with their dog/s through Amichien Bonding as a Preliminary Dog Listener.

Compass Education and Training, The Animal Study Centre, Moss End, Corsock, Castle Douglas, Scotland DG7 3ED

The Animal Study Centre was set up to let people gain a basic and broad level of knowledge of their chosen animal related course. After studying modules from this Centre, students can move on to more advanced courses with greater in-depth knowledge. Courses include Small Mammal Care, Wolf Studies, Canine Studies, Canine Anatomy & Physiology, Birds of Prey, Introduction to Ecology Certificate, Equine Studies, Foundation Animal Studies, Marine Zoology and Feline Studies. The Animal Behaviour Centre deals with more advanced courses such as Feline Behaviour & Psychology, Parrot Studies and Behaviour Certificate, Equine Behaviour & Psychology, Intermediate Animal Behaviour, Advanced Animal Behaviour Studies and Herpetology. The College of Canine Studies offers the Higher Certificate of Cynology, Canine Behaviour & Psychology and the Advanced Diploma in Canine Behaviour Management. Courses support the Kennel Club Accreditation Scheme for Instructors in Dog Training and Canine Behaviour Courses are accredited by ASET at the higher level and the Institute for Animal Care Education for those courses at GCSE level. All courses are accredited by the Institute for Animal Care Education and domestic animal behaviour courses are additionally accredited by ASET.

CS Correspondence Courses

Established in 1979, ACS offers a range of distance learning courses in adult, vocational and Higher academic education. This includes Animal Behaviour BAG203 which covers influences and motivation, genetics and behaviour, animal perception and behaviour, behaviour and the environment, social behaviour, instinct and learning, handling animals and behavioural problems.

2.1.4 Organisations requiring the completion of an independent portfolio of evidence

Kennel Club

The Kennel Club aims to form a united membership body committed to helping others appreciate dogs in society. They educate its members and through them the dog owning public. They have a set of standards of instructing and offer a personal and credible qualification. All members are subject to the Kennel Club Code of Practice for Instructors, must actively promote dogs and responsible ownership and be committed to working in the best interest of canine welfare. Members are acknowledged for their levels of practical

instructing experience, knowledge and range of training skills, knowledge of care, welfare and safety, understanding of dogs/human psychology and behaviour, expertise and individual canine activities. Accreditation by credit points, allocation, membership, grades and awards. The Scheme works on converting all that a member knows or does into points, giving scores to reflect their knowledge of each topic i.e. level of underpinning knowledge and its application by practical experience. Claiming and gaining points encourages members to reach a high standard of professionalism. The Scheme is flexible and has many options to aid members' progress. It is divided into 3 sections (3 x 1000 points) consisting of modules which are further divided into elements, each has a set of allocation of points.

Membership criteria

- *Different tiers of membership*
- *Self assessed via portfolio which includes practical experience and occasionally academic credits.*

Code of practice

- *Kennel Club Code of Ethics and Practice.*

2.1.5 Organisations requiring practical experience / assessment only for membership i.e no academic requirement

APDT (Association of Pet Dog Trainers)

This was founded in 1995 by John Fisher to offer pet dog owners a guarantee of quality when looking for a puppy or for dog training classes in their area. All members of the APDT have been assessed according to a code of practice. They have a list of accredited trainers and courses that are fully accredited under the auspices of the Open College Network, which is entitled 'Effective'.

Membership criteria

- *Practicing members have to use kind methods and are spot checked by internally appointed assessor.*

Code of practice

- *Code of practice to which members must adhere.*

The UK Registry of Canine Behaviourists

The UKRCB were founded in 1992. It is a professional body of canine behavioural therapists with members practising throughout Great Britain and a select number of international members. Membership is open to practising canine behavioural advisors who meet the criteria and high standards set by the UKRCB. Members must have agreed to abide by a strong code of ethics and constitution. The UKRCB comprises the National Network of Canine Behaviour Advisors who offers a comprehensive referral service to Veterinary Surgeons and their clients, for owners of dogs with behavioural problems. All members are experienced hands on dog trainers and dog training instructors with proven track records in modern training methods. A symposium is held each year which is open to members of the public, dog training instructors, members of the Veterinary profession and canine behaviourists, whether members of the UKRCB or not. Educational days for members are also held each year.

Membership criteria

- *Different tiers of membership.*
- *Practicing members must have practical experience.*

Code of practice

- *Code of practice to which members must adhere.*

3.0 EDUCATIONAL PROVIDERS

3.1 Educational provision is made available through both the public and private sectors. Individuals attending any or none of these courses may then go on to set up their own BMP. They may or may not join an organisation such as those listed in section 2, – there is no control over who can set up and call himself or herself a trainer or CAB, and since many of these courses offer post nominal letters, it is quite difficult for a member of the public to determine the actual professional ability of an individual based on their apparent qualification. While some qualifications are widely recognised and have a national standard, such as BSc Hons, others are not. The issue is further confused by the use of certain terms which have different definitions within public and private education. For example, the term diploma is used in different ways by different organisations, in some cases it may mean a post graduate diploma, while in others it may be accredited at the level of a Further Education qualification or have no formal accreditation.

3.2 Post graduate level qualifications

There are a range of taught post graduate qualifications of relevance to the field of BMP, and there is one course which has been set up specifically to address the need for a formal academic qualification in the discipline. The University of Southampton offer a Post Graduate Diploma/MSc in Companion Animal Behaviour Counselling. The course structure is modular, comprising of 12 one week units undertaken over a minimum of 3 and a maximum of 5 years. It is possible to take these units over a period of up to 4 years, building up the award of Post Graduate Diploma. Each unit is assessed separately by course work, written work, practical work or a short project, as appropriate. All students must gain a Diploma or recognised equivalent before being considered for registration on the MSc. The Post Graduate Diploma is worth 120 HE credits at Post Graduate level. The course content as evidenced by the unit titles, is multi-disciplinary covering ethology, learning theory and applied learning theory, neurophysiology and psychopharmacology and its applications, law, human psychology, research methods, welfare and 3 units of case studies.

Other Masters programmes include elements relating to companion animal behaviour problems, such as the MSc programme in Applied Animal Behaviour and Welfare of the University of Edinburgh, and several other universities, such as Queens University Belfast, University of Exeter and the University of Plymouth.

3.3 Undergraduate level qualifications

Undergraduate qualifications vary from Honours Degrees to Foundation Degrees, Higher National Diplomas and Certificates. Most do not focus on training to become a BMP but offer a broader education in the behaviour sciences, depending on the expertise of the staff of the institution. Listed below are the Higher Education programmes available through UCAS in 2007, relating to animal behaviour. This list is not exhaustive. Further key words may identify other sources, for example Veterinary Degrees which have an element of companion animal behaviour.

Qualification Obtained	Name of Course	Course Provider
BSc (Hons)	Animal Behaviour and Animal Welfare	Anglia Ruskin University
BSc (Hons)	Animal Behaviour	Anglia Ruskin University
BSc (Hons)	Animal Behaviour and Ecology & Conservation	Anglia Ruskin University
BSc (Hons)	Animal Behaviour & Psychology	Anglia Ruskin University
BSc (Hons)	Animal Behaviour & Wildlife Biology	Anglia Ruskin University
BSc (Hons)	Marine Biology and Animal Behaviour	Anglia Ruskin University
BSc (Hons)	Natural History and Animal Behaviour	Anglia Ruskin University
BSc (Hons)	Animal Behaviour	University of Wales, Aberystwyth
BSc (Hons)	Zoology with Animal Behaviour	University of Wales, Bangor
FdSc	Applied Animal Behaviour & Training	Bishop Burton College
FdSc	Animal Behaviour & Welfare	Bournemouth University
BSc (Hons)	Animal Behaviour & Welfare	University of Bristol
FdSc	Animal Behaviour & Welfare	University of Bristol
BSc (Hons)	Animal Behaviour & Welfare	Sparsholt College, University of Portsmouth
FdSc	Animal Behaviour & Management	University of Lincoln
BSc (Hons)	Conservation Biology (Animal Behaviour)	University of Lincoln
BSc (Hons)	Animal Behaviour Science	University of Lincoln
BSc (Hons)	Animal Behaviour and Welfare	Harper Adams
BSc (Hons)	BSc (Hons) Animal Behaviour	Liverpool John Moores University
BSc (Hons)	Animal Behaviour & Welfare	Myerscough College
BSc (Hons)	Animal Science (Behaviour & Welfare)	University of Plymouth
BSc (Hons)	Animal Behaviour	University of Sheffield
BA (Hons)	Animal Behavioural Management	Berkshire College of Agriculture
BSc (Hons)	Animal Behaviour	University of Exeter
HNC	Canine Behaviour & Training	Bishop Burton College
BSc (Hons)	Animal Behaviour and Welfare	Hartpury/University of the West of England
BSc (Hons)	Animal Behaviour	University of Paisley, Scotland
HND BSc (Hons)	Animal Behaviour and Welfare	University of Chester
BSc	Animal Behaviour	University of Wales
FdSc	Animal Behaviour and Welfare	Oxford Brookes University
FdSc	Animal Management and Behaviour	University of Hull
FdSc	Animal Management Zoo Management	University of Chester
FdSc	Animal Science (Behaviour)	University of Plymouth
FdSc	Applied Animal Behavioural Science and Welfare	University of Greenwich
FdSc	Animal Behaviour	Guildford College of Further and Higher Education
HND	Animal Behaviour	Buckinghamshire Chilterns University College

3.4 Further education (FE) level qualifications

There are a range of animal welfare related programmes which incorporate an aspect of behavioural training within FE qualifications offered by Colleges and are awarded by City & Guilds and Edexcel.

The National Home Study College, Cardinal Point, Park Road, Rickmansworth WD3 1RE Tel: 0870 2427141

They currently offer programmes in canine care and behaviour, feline care and behaviour and equine care and behaviour. The course involves approximately 180 hours of study and is divided into a number of modules which cover topics including:

- *Canine Biology and Physiology*
- *Canine Development and Behaviour*
- *Common Breeds*
- *Health Care and Diet*
- *Common Diseases and Injuries*
- *Recognition and First Aid*
- *Specialist Treatment*
- *Development and Training*
- *Behavioural Disorders*
- *Owner and Pet Relationships*
- *Correcting Behaviour*
- *Behavioural Therapy*
- *Breeding, Grooming, Showing*
- *Clinical Care and Practice*

Feline Care and Behaviour Course involves approximately 180 hours of study and similarly is divided into a number of modules, including the following topics:

- *Feline Biology and Physiology*
- *Feline Development and Behaviour*
- *Common Species*
- *Cats as Pets*
- *Feline Diet and Health*
- *Common Diseases and Injuries*
- *Recognition and First Aid*
- *Specialist Treatment*
- *Development and House Training*
- *Behavioural Disorders*
- *Owner and Pet Relationships*
- *Correcting Behaviour and Behavioural Therapy*
- *Breeding, Grooming and Showing*
- *Clinical Care and Practice*

A course designed for students wishing to study at a higher level than their other standard Level 3 study programmes, include the Higher Diploma in Advanced Animal Care and Behaviour. This is designed as an advanced level course for those intending to work at Consultant and management levels within a wide range of animal care environments. Performance on the course is graded by continuous assessment of both written and examination assignments. Diplomas are issued upon completion. Students achieving a pass are entered onto the Register of College Graduates.

Topics include:

- *Animal Zoology and Physiology*
- *Animal First Aid and Veterinary Care*
- *Animal Behaviour and Therapy, including:*
  - *Animal Behaviour – An Introduction*
  - *Animal Behaviour in the Wild*
  - *Animal Behaviour in Captivity*
  - *Animals and Humans Interacting*
  - *Theories of Animal Behaviour and Socialisation*
  - *Common Behavioural Problems in Animals*
  - *Problems of Socialisation*
  - *Animal Training*
  - *Behavioural Therapy*
  - *Advanced Behavioural Therapy and Techniques*
  - *Behavioural Assessment, Intervention, Case Studies, Working as a Therapist*

The programme involves approximately 400 hours home study, designed to be completed over a 12 – 18 month period. There are 14 assignments to be completed.

The International Animal Behaviour Training Centre (IABTC), PO Box 1044, Haxey, Doncaster, DN9 2JL

The IABTC runs correspondence and centre based learning. They have prepared a range of courses for people with an interest in animals. Correspondence courses last between 1 and 2 years. Most of the units completed are assessed by assignment. On the completion of the units, successful candidates are awarded a Certificate from the International Animal Behaviour Training Centre (IABTC). The distance learning certificates are awarded in recognition of theoretical knowledge; a further qualification can be gained by attending the Centre and being assessed on a practical level. Courses are aimed at pet owners and a range of subjects including counselling and advising, instructing, feline behaviour, canine behaviour, care of small animals, care of reptiles and amphibians, care of mini beasts, care of raptors and horse care and management.

3.5 Unaccredited qualifications.

There is a wide range of unaccredited qualifications provided by a range of private individuals and organisations such as:

Provision of continuing professional development

Many individuals and organisations already discussed also provide CPD opportunities; however, there are also a number of other independent CPD providers such as those listed below:

The Companion Animal Behaviour Therapy Study Group

This study group was founded to promote the study, practice and teaching of behaviour therapy in companion animals within a veterinary context. The group is affiliated to the British Small Animal Veterinary Association and is restricted to Veterinary Surgeon membership. Associate membership can be applied for by other individuals. They publish a newsletter/journal and run a variety of courses, lectures and meetings. Veterinary students and qualified Veterinary Nurses may be admitted to the study group as associate members on application to, and at the discretion of the Committee. The CABTSG produces 3 newsletters per year. They include news about the study group's activities, articles from members on a range of topics, notification of new publications in the field of behavioural

medicine and reviews of books and videos of interest to members. An annual study day is held at the time of BSAVA Congress and at least one other meeting is organised each year.

3.6 Individuals offering education in training and behaviour modification

A number of individuals offer private training for those who aspire to be trainers or CABs. Training is offered through a range of means, including direct practical tutoring and/or distance learning media. These programmes generally have no formal entry requirement, nor any verifiable quality standard, beyond the endorsement of the trainer and their private organisation. In some cases it may be that the media profile of the provider, is seen as a sufficient guarantee of quality, but if this is the case, this is a cause for concern (see 4.2). These individuals tend to operate as private educational providers alone and so have no Code of Practice. Examples of such providers are given below:

The Dog Listener

Courses in dog communication, at foundation and advanced levels are offered
RECOMMENDED ASSOCIATE
There are 3 stages to becoming a Recommended Associate Dog Listener. The first step is a 2 day Foundation Course which is open to anyone who wishes to understand the language and values of the domestic dog, why they experience so many difficulties in our modern Societies and how these can be easily rectified.
Candidates that have demonstrated the qualities needed to become a Dog Listener, are invited to attend a 3 day Advanced course in which techniques and strategies are taught to enable the Dog Listener to successfully conduct home '1-2-1' consultations.
Stage three is for the Preliminary Dog Listener to gain experience in the field, with the support of the International Dog Listener network. This valuable experience will be documented by the Dog Listener in the form of 20 detailed reports presented to Jan Fennell along with 20 evaluation forms from the clients.
When these are in place then the title of Recommended Associate Dog Listener is awarded.
The RADL's status is reviewed by an annual submission of 5 reports to the office and ongoing client evaluation forms.
As the standard of expectation is high there is continued support from the worldwide Group, and evaluation of service given to the dog owners that put their trust in us.'

Course/training provider - *Jan Fennell BA (Hons)*
Accreditation/qualification - *None*
Entry requirements - *None*

The Dog Whisperer

Course/training provider - *Steve Fryer*
Accreditation/qualification - *None*
Entry requirements - *None*

The Northern Centre for Animal Behaviour/Canine Behaviour Institute

The Northern Centre for Canine Behaviour, run by John Rogerson, who runs a range of courses on training and behaviour. A canine correspondence course is also available. It encourages membership of the Kennel Club Scheme.

Course/training provider - *John Rogerson*
Accreditation/qualification - *Internally assessed*
Entry requirements - *None*

Canine Behaviour Centre

The Canine Behaviour Centre offers a range of courses and qualifications. The courses are written for those who have an interest in psychology. Students do not need to have any prior knowledge or qualifications other than an interest in dogs. Courses are available at undergraduate and postgraduate degree level. Courses last for between 3 months and 2 years. The Course Director, Deborah Bragg, a Graduate Member of the British Psychological Society started to work as a canine consultant in 1990, having previously practiced behaviour modification with emotionally disturbed adolescents. There is no formal qualification in dog psychology, however those students who successful complete this course with 6 case studies, are issued with a certificate declaring that they have completed the course to the satisfaction of the Canine Behaviour Centre.

Course/training provider *-* *Deborah Bragg (Psychology graduate)*
Accreditation/qualification *-* *Self assessed + certificate on completion of course*
Entry requirements *-* *None*

Colin Tennant and Associates

Colin Tennant and Associates run the Rapid Response Dog Behaviour Course. They are members of the Canine and Feline Behaviour Association of Great Britain (CFBA) and they do not condone or recommend the use of any mind altering drugs in canine behaviour rectification or as part of any course. People who attend their courses will be given a certificate of attendance. Those wishing to sit an exam at the end of the course will be offered a voluntary multiple choice test. There is an 85% minimum correct answer mark to pass.

Course/training provider *-* *Colin Tennant*
Accreditation/qualification *-* *Internally assessed*
Entry requirements *-* *None*

4.0 THE SCALE OF THE PROBLEM

Companion animal owners comprise a substantial number of the UK population with estimates that just under 50% (PFMA 2006) of UK households own a pet. Dog owners in particular have been subject to a variety of laws that relate to the behaviour of their dogs. The growth in keeping dogs as companions has been accompanied by a growth in an industry catering for their training. The vast majority of training organizations operate in local halls and are either managed by a committee or an individual trainer, offering a range of services from dealing with behavioural problems, puppy socialisation, preparation for KC Good Citizen's tests, or for various forms of canine competitions. In the last 20 years an industry has developed which is concerned with the treatment of behaviours perceived as problematic. This latter group is known by a variety of terms including 'pet behaviour counsellors', 'clinical animal behaviourists', 'pet therapists', 'whisperers/listeners'. More recently their client population has increased from dogs to include cats, horses, birds, rabbits, small mammals and reptiles.

The current position is that there is no requirement for proof of knowledge, skills or expertise as a pre-requisite for practising as a trainer or a clinical animal behaviourist (CAB). Furthermore there is a range of organisations to which a person may be affiliated which will have different requirements for use of the associated initials. In some cases new members are proposed and assessed by experienced members of the association. There is also a range of courses available, some of which have no external accreditation, others that range in academic level from NVQ to Masters. These too have a range of letters that an individual can use for self-promotion.

There is little information available, and much of it not obviously accessible, for the lay public to make sense of what represents a 'badge' of appropriate qualifications, skills and experience .

In addition, and associated with the previous point, there is little available advice as to where an owner should go for help - to a training club, an individual trainer, behaviourist or vet. Often the decision will be made on the basis of cost and convenience.

With particular respect to the dog owning public, there is an increasing lack of support from Local Authorities with regard to the provision of access to venues, such as community halls, where dog training classes can be held. Whilst there is a statutory requirement for Local Authorities to employ animal wardens, this seems to be primarily a reactive response of dealing with problems as they arise, rather then a wider and inclusive proactive response of promoting or supporting preventive education of owners and training of their dogs. Training clubs, many of which have been an established part of community life for decades, are finding that there is increasing competition for the use of halls. Often decisions to deny training venues are based on perceived health and safety concerns with reference for example to zoonoses. This concern could be accommodated by reassurances that requirements for worming, vaccination and cleaning of premises are met.

Hiby, Rooney and Bradshaw (2004) have suggested a relationship between training method and problematic behaviour which not only impact directly on the welfare of the animal but also can increase the risk of relinquishment and abandonment, with its associated welfare costs.

Problem behaviour is widely recognised as a risk factor for relinquishment and how it is treated is obviously in the animal's interest (i.e. it is not just a case of eliminating the behaviour, but how it is done which is important). A number of methods have been used to

establish prevalence data, in the U.K., and these suggest that these problems are common. For example, in relation to separation related problems in dogs, Bradshaw and colleagues in a survey of 94 dog-owners in Hampshire, reported that 50% of dogs currently or had previously shown separation related behaviours, with barking (15%) being the most common complaint followed by destructiveness (11%), with only 3% showing elimination in the home. Mills and Mills (2003) in a nationwide survey of 722 dogs from 502 households, found that a similar proportion of dogs (16%) reportedly barked when left alone, but found a much higher historical prevalence of house-soiling when left alone since supposedly housetrained (22.3%). A recent (2004) survey of dog owners by the Insurers "More Than" found that nearly 20% of owners reported a change in their dog's behaviour from being left alone (http://ww8.investorrelations.co.uk/mediacentre/uploads/news/Petsleftalone3FINAL.doc), with apparently 80% of vets reporting an increase in the problem. In a survey of data from 657 veterinary surgeons in different practices, McNicholas (1999) reported that just over 25% of practices reported seeing 6 or more cases a month, with about a third seeing 2 or less. She also reported that 57% of respondents declared that they often or very frequently heard owners report that they may not be able to keep their dog if the problem continued.

Whilst not all of these areas are within the direct remit of this report, they are linked to it. The areas considered in this report can be divided into three aspects:

1. The distinction between trainers and clinical animal behaviourists (CAB)
2. The professional requirements and regulation of trainers and CAB.
3. The availability and quality of educational provision for those wishing to practise as trainers or CAB.

4.1 What is Training/Behaviour Modification?

Training / behaviour modification is the scientific application of learning theory to modify the behaviour of another human or non-human animal. This requires an understanding of habituation, classical, operant, social and observational learning and associated cognitive processes, such as memory and motivation.

Every animal is unique in terms of both its genotype and its experiential history. In terms of working with companion animals, the individuality of each owner must also be taken into account as well as the dynamics within the human-animal group (usually referred to as the family). This then requires an understanding of human psychology, learning styles and counselling skills.

Misapplication of the relevant theoretical principles can result in serious compromise to the animal's welfare. Others too may be put at risk. For example, methods that induce fear may in themselves be justified in certain circumstances if they are conducted appropriately. However, should such methods be inappropriately used and an animal remains anxious or fearful, then its welfare is compromised. In turn, this may lead to aggressive responses which in turn compromise the welfare of humans or other animals. There is growing awareness and enthusiasm for reward based methods of training, but this too can be misapplied to the detriment of the animal and its use can be misleading to the public. For example, misapplication may lead to the development of a food-only motivated dog and/or an obese individual with its consequent welfare implications. Food rewards may also be applied inconsistently so that the food is no longer contingent upon any desired behaviour and so no learning takes place. In order for food to be used successfully it is necessary to

incorporate its use with an awareness of the broader framework relating to the provision of food within the normal lifestyle of the family concerned. Some trainers and organisations appear to attempt to promote their own standing by purporting to use only positive reinforcement in their training, when perhaps what they mean is that they do not use physical punishments. Punishment and reward are two sides of the same coin, since the absence of an expected reward is a punishment and the termination of an aversive punishment a form of reward (negative reinforcement). Failure to recognise this indicates at best, a lack of understanding of the principles underpinning training and seriously limits the potential for sound scientific debate about the relative roles of reward and punishment in training. This is something that should be considered in a separate report.

Species, breed and individual differences must be accounted for in the design and implementation of any training programme if psychological, behavioural or physical welfare is not to be compromised. Methods cannot be directly transposed from one species to another without due consideration of ethological differences in physical needs and behavioural repertoire. Likewise, breed differences must also be accounted for, particularly in relation to motivational aspect of learning, and in reading communication signals when these may have been compromised by selective breeding for phenotypic characteristics (CAWC, 2006). In addition it is widely recognised that there are also inherited individual differences relating to temperament and "personality". Finally the individual's developmental history must be evaluated as early experience has long term influences on confidence and learning ability, and these can be further influenced by experiences throughout life, especially where these are of an aversive nature.

There is thus a need for those who undertake to train animals to equip themselves with adequate and appropriate knowledge and skills. Such skills involve more than training ability when trying to correct a problem and include history taking, evaluative and counselling processes. Such training may occur in a formal or informal, professional or amateur forum. In many cases people will train an animal on the basis of information they have sourced themselves. This information may or may not be appropriate, or may or may not be fully understood.

4.2 Current Sources of Information

The latter half of the 20th century saw the rapid increase in ownership of companion animals and in the variety of species kept. Alongside this has been an explosion in the number of sources available regarding information about the management and training of many of these creatures.

Traditional sources of 'talking to an expert' (e.g. a breeder, trainer or veterinary surgeon) or reading the relatively few books available have been complemented by television, specialist and general magazines, the worldwide web and, on the latter, discussion forums. In addition, the reduction of publication costs and the massive increase in public interest has led to a plethora of books on a huge range of topics related to communication, or talking, with your pet and changing behaviour.

Whilst the ethos of distributing knowledge is well intentioned, and profitable, there is little or no way for a consumer to judge the credibility of either source or message. In many sources, particularly on the web, self-styled experts abound. In contrast, in some places such as 'question and answer' sections of specialist magazines, the sources are named and their relevant qualifications made clear. However, this is not the case for many books, magazine

articles, television or web-based sources. These do not go through the process of peer-review prior to distribution to the public. A good example is the airing of television programmes purporting to educate owners about the behaviour of their pets.

Although, prime time television programmes could play a substantial role in animal training / behaviour modification it has not yet reached beyond popular journalism. There are several such TV programmes broadcast each year; all are dominated by a perception of successful viewing figures. An idea of what the public will find interesting or amusing will be at the forefront of the programme maker's strategy, ever mindful of the need to combat the audience's potential "switch off factor". Usually, there is a perceived need to tell a story. What might be called the 'engineering' model of consultancy will be employed. For example there will be a problem with the behaviour of a companion animal. An expert (engineer) will be consulted who will diagnose the problem and then devise a strategy to combat it. The problem will then be resolved towards the end of the programme, giving a misleading perception that resolution can be achieved in a short time scale with minimum effort, and that solutions could be generalised.

The expert may or may not have suitable qualifications, but these will not be the sole or even most influential criteria for selection. Rather selection will be based on criteria based on the need to maintain viewing figures. The expert will be required to display the right kind of personality, an appropriate sense of dress style may be important.

Whilst programme makers are usually responsive to the welfare needs of the animals used in the programmes, their priority lies not with educating and informing the public, but with the concept of a successful production. Reality will be compromised to this end, and as a consequence animal welfare in the world away from the studio is also likely to be compromised.

In this new age of ubiquitous information, an essential life-skill for any profession is the ability to evaluate the quality of available information and any course which provides only knowledge without attending to such higher cognitive skills will be incomplete as a professional qualification. Such skills form part of the QAA requirements for undergraduate qualification in Higher Education institutions and so a degree level qualification should be considered the normal minimal requirement for someone wishing to enter into BMP.

4.3 Distinction between trainers and CAB.

There is considerable diversity in opinion about the remit of trainers v CAB, particularly with respect to dogs and horses. It has often been claimed that there is a clear distinction between problems that are purely of a training nature and those that are not, and thus a clear distinction between trainers and CAB. However, in reality these issues are indistinct. For example a dog that has a house toileting problem may have a medical issue, may have not been taught or have been inappropriately taught where to eliminate, or the problem may be related to motivational issues such as territoriality, anxiety or fear. Without accurate diagnosis it cannot be clarified as to whether this is purely a training issue. It thus is reasonable to conclude that there is considerable overlap between the two ‘professions’. Artificial distinctions may be perceived as allowing for professionalism, or conversely be seen as promoting ‘elitism’. Either way such distinctions and their promotion may have important negative consequences for the welfare of both companion animals and their owners, and the public at large, if they reduce uptake of basic or competent services.

Some trainers may regard CABs as having academic knowledge, especially of ethology and learning theory, but little or no appropriate practical skills and, some CABs may regard trainers as skilled in specific areas, such as training dogs for competitions, but lacking in theoretical underpinning knowledge. Trainers themselves may disregard the importance of such knowledge, in the same way some CAB's may disregard practical training experience. One area of considerable concern is the prestigious trainer whose standing is based on success with one particular breed in one aspect of a competitive sport, or some sort of high profile "celebrity" status; an animal's welfare could very well be compromised when that trainer offers problem solving advice on issues which he/she has neither theoretical nor practical skills. The authority and influence of celebrity status is a concern, especially when those who promote such individuals do not address criticism of them, especially when it does not make good television.

In addition to underpinning knowledge of learning theory and ethology, both groups need a solid base of psychological knowledge to aid understanding of owners and develop communication skills, for the gaining and imparting of information. There is a requirement for CABs and trainers to be able to take a history from the owner in order to deduce whether a particular problem behaviour falls within their remit. This history taking requires both knowledge and skills training in interview techniques and listening skills. Likewise, CABs and trainers need to understand theories of human motivation and learning styles and how to apply them in one-to-one and group settings.

4.4 Professional Requirements – Trainers

Within the training fraternity there is a further set of distinctions that lead to a hierarchy of standing within the group. This hierarchy not only relates to perception within the group, but also to the probable financial gain of any individual as they progress up the hierarchy. This is true in both the horse and dog world, though there are more layers within the latter group. The hierarchy is based on perceived success in either show or some field of competition such as obedience, agility, working trials, dressage and jumping. With regard to dogs, at the lowest rung of the hierarchy is the hobbyist pet dog trainer, who often works with young animals. However, in terms of the potential for the prevention or, conversely, development of problem behaviour these trainers have the most influence. They are working with animals at important stages of development, where errors can have long lasting effects, resulting for example in fear aggression problems. Puppy and pet dog trainers also work with a variety of breeds and of owners with a range of learning skills and experience with companion animals, who may have varying aspirations for their relationship with the animal. For example, some may require instruction in caring for their first pet, others may wish solely to have a well-behaved sociable pet; whereas others may wish to proceed to show or compete. In general, puppy and pet training is considered "easy" or "routine" and not recognised for its importance. This is reflected in the perceived lack or need of relevant education. Many pet dog trainers have only experience of training their own dog at the club at which they now train others. Higher levels of status are acquired through peer recognition based on winning or qualifying in a particular field of competition. Such competitive success with a particular dog may have no correlation with ability to train other dogs, or teach people.

Indeed, this distinction is carried further with breed specific classes, or breed specific task training groups e.g. water work with Newfoundlands. In latter task-orientated groups there is usually a management structure which may be independent of actual training knowledge or skills. Managers of such task-oriented training groups have responsibilities for personnel, equipment, and safety. Training in hazardous environments, such as lakes or the sea,

requires additional risk assessments and safety qualifications. For example with the Newfoundlands, handlers must have formal qualifications in boat skills in order for classes and events to be insured. Beyond these formal requirements for safety there are no requirements for animal training skills and there are no recognised training qualifications for water work with these dogs. One obvious welfare problem is that well-meaning owners may be encouraged to push the animals beyond their natural abilities. Thus breed societies such as the two Newfoundland Clubs in the UK, specify a commitment to water work in their constitutions, but do not address issues concerning training skills. Whereas the safety of both humans and dogs is paramount, the welfare of dogs undergoing training might not be adequately recognised. There also appears to be considerable resistance to engage in discussions on welfare issues in relation to water training. Similar problems can occur with training dogs for other specific tasks, i.e. there are no qualifications for trainers.

Schutzhund and working trials (the civilian equivalent of police dog work) is another area where issues of risk need to be accountable as both involve man-work, which is simulated or controlled aggression. There is a requirement here not only for good handling skills and teaching skills, but also a need for the understanding of learning theory and canine ethology to ensure aggression is indeed "simulated" and “controlled". Of significance here could be the role of the qualified police dog handlers who participate as either a trainer or competitors in these activities.

Dog training and assessment of behavioural problems is frequently undertaken by officials in various breed societies, who may claim expertise relating to the characteristics of the breed. Some of the trainers may have acquired qualifications, but responsibility for training may rest with officials whose standing within the society rests on success in the breed show ring, or as breeders, or long standing committee members, having little knowledge of the principles associated with training. The scope for serious welfare problems is considerable, when it is recognised that these officials may be called upon to determine whether an animal is to be neutered or euthanised for behavioural problems. This problem is frequently raised in relation to rehomed animals passing through the breed rescue organisation.

Across the training fraternity there is wide diversity as to what is considered necessary levels of education, skills and experience in order to practise effectively.

4.5 Professional Requirements - Clinical Animal Behaviourists

CABs are concerned with the treatment of problem behaviour in species kept as companion animals. Some practitioners and affiliation groups deal only with a single species, such as the UK Registry of Canine Behaviourists. Others such as the Association of Pet Behaviour Counsellors are more eclectic in the range of species catered for. Across the fraternity there again is a wide diversity as to what is considered necessary levels of education, skills and experience in order to practise effectively. This ranges from no formal theoretical background requirement to a minimum of degree education. With respect to skills and experience of animal handling and training, again this is diverse, with some practitioners having little experience beyond their own pet ownership.

As with the training fraternity there is little stated requirement for knowledge and experience of human counselling and teaching skills.

4.6 Regulation of Trainers and Behaviourists.

There is no formal regulation of either trainers or behaviourists. Some bodies have been set up that have their own standards of entry and regulations such as the British Institute of Professional Dog Trainers, the UK Registry of Canine Behaviourists. However, many species such as cats, rabbits, and birds have no such specific groups and are only partially catered for by organisations such as the Association of Pet Behaviour Counsellors, Canine and Feline Behaviour Association of Great Britain. However, evidence taken suggests that this view is changing and that there is a need for independent professional accreditation, for both trainers and behaviourists. Examples of such independent schemes include the ASAB and KC schemes mentioned in 2.1.1 and 2.1.4 above.

4.7 The availability and quality of educational provision for trainers or behaviourists

4.7.1 Theory and animal skills

Whilst there is a range of courses available there is little consistency between them in terms of content, learning outcomes or evidence of ability /achievement. Few that relate to the acquisition of practical handling and training skills have any external verification. Courses that do have such verification, such as degrees and postgraduate qualifications, tend to accentuate the theoretical and do not provide in-depth handling and training input or assessment. Some, such as the Southampton course, do have entry requirements regarding animal experience and strongly encourage students to obtain further training and handling skills, and education in these aspects. Some non-educational establishments, such as The Association for the Study of Animal Behaviour scheme for certification of Clinical Animal Behaviourists and the accreditation schemes run by the Kennel Club recognise the need for a level of competence in both theory and practical aspects. However there is no consensus as to what is considered 'competent'.

4.7.2. People skills

In general, there is little recognition and therefore emphasis on the need to understand various aspects of human psychology. In particular, these include understanding of the owner-animal relationship and how that affects the behaviour of both the animal and the humans with which it lives; attitudes and beliefs; motivation and learning styles; counselling, listening and teaching skills. This range of knowledge and skills needs to be contextualised into the applied arena of working both on one-to-one and in group settings, with adults and with children of all ages.

Animals live with people of a range of ages, attitudes and skills who form an essential part of the behaviour modification programme environment. It is the task of the Trainer or CAB to provide them with the knowledge, understanding, skills and motivation to comply with their part in that programme. If not, the welfare of the people and/or the animal may be compromised.

This people-orientated knowledge and skills area can be severely underestimated in its importance by those who are highly motivated to work as a Trainer or CAB because they 'love animals'. However, it is the humans with whom the animal interacts who will be the main conduit for changing the animal's behaviour, and so improving its welfare. Thus psychological knowledge and people skills are a necessary requirement for both Trainers and CABs.

5.0 WHAT NEEDS TO BE DONE?

The way forward depends on building a consensus around core principles.
These are suggested below, together with their implications:

5.1 Guiding Principles:

- Those offering training and behavioural services have a duty to safeguard the welfare of the animals with whom they work in both the short and long term without subjecting owners or the wider public to unnecessary risks.

From this it follows that all practitioners must appreciate the context and limitations within which they work and should neither advertise nor act outside their area of competence.

- Information relating to expertise should be easily accessible and available to the public who seek such services. This requires a common and consistent frame of reference. Accordingly a national framework needs to be established into which current practice can be incorporated.
- Any framework for recognition must also recognise the ethical context within which practitioners work and so needs to be supported by a code of conduct and regulatory body to whom the public can refer any concerns. Membership will require compliance with a code of conduct outlining the practical and professional responsibility of its membership. Ethical responsibility requires not only that practitioners appreciate the context of their work, but also their liability and take appropriate measures accordingly (e.g. insurance cover).

In the absence of mandatory regulation imposed by government, such a scheme will require the support of both practitioners and the public. The former might be achieved by developing inclusive standards and allowing advertisement of membership. This will also help the latter goal, which could also be supported by an industry sponsored national advertising campaign and strategic placement of notices of the scheme, e.g. Yellow Pages. Such a campaign would also encourage take up by practitioners.

5.2 Key features of a national framework of standards

It is broadly accepted that there is a need to develop a set of flexible standards on which to try to build a broad consensus amongst the bodies that represent those who deliver such services. A key guiding principle in the development of this framework is inclusivity rather than exclusivity[1], within the ethical context outlined above.

Although, further consideration of the principles underlying recognition might be required through further consultation with stake-holders in order to try to establish a rational and practical consensus, some key features are already clearly apparent, from what has been said so far.

1. It is essential that practitioners not only possess appropriate levels of practical skills but also knowledge in order to understand the context of their competence.

[1] A useful starting point for such an inclusive scheme is the Kennel Club proposal for recognizing canine behaviour and training skills, which has the potential to be modified appropriately.

2. It is essential that the abilities of practitioners be independently verifiable or subject to some form of external scrutiny by an external body. Only qualifications meeting such a standard should be displayed, e.g. through post nominal letters.
3. Overseeing bodies and professional memberships must have appropriate codes of conduct, disciplinary codes and powers of enforcement.
4. Behaviour and training services are an organic business with new ideas being frequently presented to improve processes in both the academic and non-academic literature. It is therefore imperative that practitioners maintain some form of continuing education and exposure to the wider training and behaviour community. A verifiable record of such continuing professional development should therefore be considered a mandatory part of the code of conduct.
5. As part of a trainer/ behaviourist's responsibility to both the client and the wider community, it is essential that an appropriate level of insurance is held by the practitioner.

5.3 The way forward

There are three tasks which need to be undertaken in parallel to develop a viable scheme:
1. Framework establishment and mapping of current stakeholder positions.
2. Creation of public awareness of the scheme
3. Legislative support for enforcement of the scheme

1. Framework establishment and mapping of current stakeholder positions.

   The framework for recognition of skills needs to be established for dogs in the first instance followed by other species, such as horses and cats, at a later date. It is suggested that a separate report consider the training of horses at a later date.

   The framework should identify the key attributes for differing levels of competence, including skills, knowledge, responsibilities and limitations etc.

   This should be circulated to stakeholders for comment and refined accordingly. We believe that such a framework exists in principle within the Kennel Club Accreditation Scheme and that this would form a sound basis for future development, assuming it will adopt the principles outlined above.

   Once this framework has been established, stakeholders will be invited to map their own position on the framework together with evidence for each component. However, all programmes seeking recognition must fulfil the key features described above.

   The accuracy of this information will be checked and the appropriate level of recognition given. This is similar to the process for accrediting prior learning which is widely practiced within the Higher Education sector.

2. Creation of public awareness of the scheme

   The scheme will only succeed if both the industry and the public recognise its importance and buy into supporting it. The importance of the scheme needs to be highlighted throughout the companion animal industry and media with a view to encouraging support. Support might be through links to the scheme e.g. via organisational web-sites, press releases etc and through specifically sponsored initiatives, such as adverts in "Yellow Pages" and local newspapers (along similar lines to the RSPCA advice that is often seen in sections advertising pets for sale).

   Again, this is where the Kennel Club Scheme is at an advantage, since Kennel Club as an organisation has the infrastructure and network to ensure effective dissemination and communication of information about the scheme to make it viable.

3. Legislative support for enforcement of the scheme

Despite the failure to uncover public concern over current standards, this is clearly a concern for those within the industry who contributed to this report. It is also worth noting that there was also overwhelming support for regulation within the industry by these contributors. It is the opinion of this working party that any scheme aimed at ensuring minimum standards for animal welfare in relation to animal training must be supported by enforceable legislation. This could be provided for within the new Animal Welfare Act (2006), but would be enabled most effectively by defining specific standards. It should be noted that the adoption of the Kennel Club Scheme framework does not preclude the development of protected titles in relation to training and behaviour modification which may not necessarily be species specific.

6.0 APPENDICES

1. **Members of the Working Group**
2. **Terms of Reference**
3. **Call for Evidence**
4. **Data from Survey**
5. **Organisations and Individuals who submitted evidence to the enquiry**
6. **Acronyms used in the report**

APPENDIX 1

MEMBERS OF THE WORKING GROUP

MRS SUSAN BELL

MS BARBARA COOPER (CHAIRPERSON)

PROFESSOR DAVID LAMB

DR ANNE McBRIDE

PROFESSOR DANIEL MILLS

APPENDIX 2

Method of Enquiry

Risks Associated with the lack of regulation

The original proposal was that the Call for Evidence should include both members of the general public and also those people who were involved in behaviour modification as either trainer or clinical animal behaviourists. A survey and oral evidence was gained in seeking evidence for this paper.

Potential harm to animals

- Harm to the public
- Confusion arising from what a particular qualification means
- Absence of any controls, standards or common practices

Process of Research

Working Group established March 2003.
Research to proposal established August 2003
Data collected September – February 2004
Data analysis May – July 2004
Progress Report presented to Council October 2004
Invitations to present oral evidence – February 2005
Further consultation with interested parties – November 2005
Interim report – March 2006
Final Report submitted to Council – April 2007
Extract of Report circulated to individual organisations to confirm accuracy – June 2007
Report presented to Council – October 2007

Oral evidence was presented on the 3rd February 2005 by:

- Blue Cross
- The Kennel Club
- Epping Forest District Council
- Protecting Animals in the Media (PAWSI)
- ASAB Accreditation Committee

Responses to the following questions were received:

- Do you think that there are satisfactory standards and codes of practice for those people who provide behavioural advice and training for pets?
- Which standards or codes are you familiar?
- How well do you think these codes or standards protect the public and protect the pet?
- Do you think the Government should make standards and codes of practice necessary for all people who provide behavioural advice and training?
- What protocols do you believe should be put in place?
- Other points that providers of evidence wish to be considered.

APPENDIX 3

QUESTIONNAIRE/CALL FOR EVIDENCE

1. The Companion Animal Welfare Council

The Companion Animal Welfare Council (CAWC) has as its principal objectives:

(a) the provision of advice on the welfare of companion animals and the publication of its findings;
(b) the furtherance of the fuller understanding of companion animal welfare and of the role of companion animals in society;
(c) the assessment of existing legislation affecting the welfare of companion animals, and the making of recommendations regarding amendments or additions thereto.

In the furtherance of these objectives, the Council will:

- undertake independent and objective studies of companion animal welfare issues and identify where further information is required;
- prepare and publish reports thereon;
- make available information and research data that it has obtained, and if appropriate, to enable Parliamentary legislation on companion animal welfare issues to be drafted and debated on an informal basis;
- be open to requests for objective views, advice and the carrying out of independent studies on issues concerned with the welfare of companion animals.

2. The Questionnaire

The provision of pet-related services in Britain is an industry that is worth millions of pounds each year and yet has very little or no regulatory control. CAWC has considered the range and diversity of the industry and has concluded that initially it would be wise to focus on one sector, rather than the whole industry. This questionnaire therefore initially focuses on the provision of behaviour, training and remedial action.

To assist in collecting evidence for this review, CAWC has produced a questionnaire. We hope that interested persons and organisations will be able to assist CAWC in this review by replying to the questions posed and by drawing the attention of the Council to any other relevant information which will assist them with their study.

3. Responses

We would be most grateful if you could assist CAWC in this review by responding to the questionnaire. **Responses may be sent either on the attached form (feel free to include further sheets as necessary) or on reply sheets of your own choice.**

Replies should be sent to
Companion Animal Welfare Council, 43 Brook Lane Field, Harlow, Essex, CM1 8AW.

1 Please indicate what your main involvement is with companion animals, in relation to training, exercise and care:

- Owner/keeper ☐
- Breeder ☐
- Veterinary Surgeon ☐
- Pet shop ☐
- Wholesaler ☐
- Local Authority ☐
- Other *(please state)* _____ ☐

2 Please indicate the type of companion animals kept:

- Horse ☐
- Dog ☐
- Cat ☐
- Rabbit ☐
- Rodents ☐
- Birds ☐
- Other *(please state)* _____ ☐

3 How long have you kept/cared for companion animals?

- 0 – 6 months ☐
- 1 – 2 years ☐
- 2 – 5 years ☐
- 6 – 12 years ☐
- 13 years plus ☐

4 Where have you acquired your companion animal(s) from?

- Breeder ☐
- Pet shop ☐
- Charity ☐
- Private sale ☐
- Home bred ☐
- Other *(please state)* _____ ☐

5 Do you use any of the following services?:

- Puppy classes ☐
- Boarding kennels/cattery ☐
- Home-sitter ☐
- Hydrotherapy ☐
- Behaviourist ☐
- Remedial training ☐
- Horse/canine whisperer ☐
- Agility ☐
- Acupuncture ☐
- Other *(please state)* _____ ☐

6 What experiences have you had in utilising any of the following services?

	Positive	Negative
• Puppy classes	☐	☐
• Boarding kennels/cattery	☐	☐
• Home-sitter	☐	☐
• Hydrotherapy	☐	☐
• Behaviourist	☐	☐
• Remedial training	☐	☐
• Horse/canine whisperer	☐	☐
• Agility	☐	☐
• Acupuncture	☐	☐

7 Were any qualifications offered or shown in the provision of the following services?

	Yes	No
• Puppy classes	☐	☐
• Boarding kennels/cattery	☐	☐
• Home-sitter	☐	☐
• Hydrotherapy	☐	☐
• Behaviourist	☐	☐

	Yes	No
• Remedial training	☐	☐
• Horse/canine whisperer	☐	☐
• Agility	☐	☐
• Acupuncture	☐	☐

8 Have you ever asked to see the qualifications of a service provider?

Yes	No
☐	☐

9 Have you been provided with any guidance in relation to the following services?

	Codes of Conduct	Theoretical training	Practical training	Welfare guidance
• Puppy classes	☐	☐	☐	☐
• Boarding kennels/ cattery	☐	☐	☐	☐
• Home-sitter	☐	☐	☐	☐
• Hydrotherapy	☐	☐	☐	☐
• Behaviourist	☐	☐	☐	☐
• Remedial training	☐	☐	☐	☐
• Horse/canine whisperer	☐	☐	☐	☐
• Agility	☐	☐	☐	☐
• Acupuncture	☐	☐	☐	☐

10 Should companion animal service providers be regulated?

	Yes	No
• Puppy classes	☐	☐
• Boarding kennels/cattery	☐	☐
• Home-sitter	☐	☐
• Hydrotherapy	☐	☐
• Behaviourist	☐	☐
• Remedial training	☐	☐
• Horse/canine whisperer	☐	☐
• Agility	☐	☐
• Acupuncture	☐	☐
• Other *(please specify)*_____	☐	☐

11 Would you be prepared to provide oral evidence if required?

Yes	No
☐	☐

If the response is 'Yes', please supply name and address:

_____

_____

_____

_____

_____

Thank you for completing this questionnaire. Please return it to

Companion Animal Welfare Council
43 Brook Lane Field, Harlow, Essex, CM1 8AW

by 12th August 2004

APPENDIX 4.1

Companion Animal Welfare Council

CALL FOR EVIDENCE

3RD FEBRUARY 2005

Name: ……

Organisation: ……

1. **Do you think there are satisfactory standards and codes of practice for those people who provide behavioural advice and training for pets?**

2. **Which standards or codes are you familiar with?**

3. **How well do you think these codes or standards protect the public and protect the pet?**

4. **Do you think the Government should make standards and codes of practice necessary for all people who provide behavioural advice and training?**

5. **What protocols do you believe should be put in place?**

6. **Any other points that should be considered.**

APPENDIX 4.2

Organisations and Individuals that contributed evidence to the inquiry

- Association for the Study of Companion Animal Behaviour
- The Blue Cross
- Dogs Trust
- Pet Care Trust
- The Kennel Club
- Epping Forest District Council
- Protecting Animals in the Media
- British Veterinary Association
- Peoples Dispensary for Sick Animals
- Royal Society for the Prevention of Cruelty to Animals
- University Federation for Animal Welfare
- Royal College of Veterinary Surgeons
- National Dog Warden Association

Particular thanks should be given to Mr S Goody at the Blue Cross, Carolyn Kisko and Kathryn Symns at the Kennel Club, Rona Brown from PAWSI, Dr S Wickens from UFAW and Kevin Cope from Epping Forest District Council who provided oral evidence.

APPENDIX 5

ACRONYMS USED IN THE REPORT

A

Advanced Animal Care and Behaviour	**AACB**
Advanced Studies	**AS**
Advanced Diploma Canine Behaviour Management	**ADCBM**
Association for the Study of Animal Behaviour	**ASAB**
Association of Pet Behaviour Counsellors	**APBC**
Association of Pet Dog Trainers	**APDT**

B

British Institute of Professional Dog Trainers	**BIPDT**
British Veterinary Association	**BVA**
British Veterinary Nursing Association	**BVNA**
Bachelor of Veterinary Science	**BVSc**
Behaviour Modification Programmes	**BMP**

C

Canine Behaviour and Psychology	**CANPB**
Clinical Animal Behaviourist	**CAB**
Companion Animal Behaviour Counselling	**CABC**
Companion Animal Behaviour Therapist	**CABT**
Companion Animal Behaviour Therapy Study Group	**CABTSG**
Companion Animal Welfare Committee	**CAWC**
Canine and Feline Behaviour Association of GB	**CFBA**
Centre of Applied Pet Ethology	**COAPE**
Higher Certificate of Cynology	**CYNOC**

D	
Dogs Trust	**DT**
E	
Epping Forest District Council	**EFDC**
Equine Behaviour and Psychology	**EQUBP**
F	
Feline Behaviour and Psychology	**FELBP**
I	
The International Animal Behaviour Training Centre	**IABTC**
Institute of Animal Care Education	**IACE**
K	
Kennel Club	**KC**
M	
Master of Science	**MSc**
N	
National Dog Warden Association	**NDWA**
National Equine Welfare Council	**NEWC**
National Open College Network	**NOCN**
National Vocational Qualification	**NVQ**
P	
Pet Assisted Therapy	**PAT**
Protecting Animals in the Media	**PAWSI**
Peoples Dispensary for Sick Animals	**PDSA**
Pet Care Trust	**PCT**

R

Royal College of Veterinary Surgeons	**RCVS**
Royal Society for the Prevention of Cruelty to Animals	**RSPCA**

U

University Federation for Animal Welfare	**UFAW**
UK Registry of Canine Behaviourists	**UKRCB**

APPENDIX 6

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