|  |
| --- |
| **Unit/Cluster Plan Part 1 - Student Information** |
| **Information about your Unit**  |
| **Your Qualification: Code and Title** | ACM30122 Certificate III in Animal Care services |
| **Your Unit/s : Code and Title**  | ACMGEN303 - Assess the welfare status of an animalACMBEH301 - Identify behaviours and interact safely with animalsACMGEN308- Walk and exercise dogs |
| **Topics you will be learning**  | **ACMGEN303**Identify current animal welfare and management approachesUse an assessment tool to assess an animal's welfare statusReview assessment outcomes and make recommendations to improve animal welfareCommunicate animal welfare outcomes**ACMBEH301**Prepare for interaction with animalIdentify and interpret animal behaviourMove animal safely and securelyHandle animals for intended activity**ACMGEN308**Establish dog walking and exercise requirementsOrganise arrangements and collect dog/sWalk and exercise dog/s on leadFinalise walk or exercise activity |
| **What do you need to bring to class?** | On-campus classes, Activities, Assessment* You must have/do/bring:
	+ **Laptop with Wi-Fi capabilities** (a tablet, iPad, or mobile phone is not a sufficient device for this course)
	+ Stationery (notepad, pens, etc)
	+ You must wear closed shoes and appropriate clothing (ie heels, dresses, skirts, shirts with rips etc are not permitted), and long hair must be tied back. Jeans/leggings are suitable, jodhpurs/riding gear is not. Flat, closed shoes with slip-resistant soles are mandatory for all on-campus classes (Vans, Converse etc are suitable).

Remote learning classes -* You must have/do/bring:
	+ Access to relatively fast internet at home is required (if you are able to utilise streaming services, your internet will be sufficient)
	+ **Laptop, connected to internet, with working microphone and webcam** (a tablet, iPad, or mobile phone is not a sufficient device for this course)

Stationery (notepad, pens, etc.) |
| **Equipment List (where applicable)** | N/A |
| **Date your unit/s starts**  | 19th February 2024 | **Date your unit/s finishes**  |  |
| **Class dates and times for this unit/s** | Monday 19th February – On Campus class 1-4pmMonday 26th February – Remote class 1-4pmMonday 4th March – On campus 1-4pmMonday 11th March – Public HolidayMonday 18th March – Remote class 1-4pmMonday 25th March – On Campus class 1-4pmMonday 15th April – On Campus class 1-4pmMonday 22nd April – Remote class 1-4pmMonday 29th April – On Campus 1-4pmMonday 6th May - On Campus 1-4pmMonday 13th May – Remote class 1-4pmMonday 20th May – On Campus all day practicalMonday 27th May – On Campus 1-4pmMonday 3rd June – Remote class 1-4pmMonday 10th June – Public HolidayMonday 17th June – RSPCA (8am-12pm or 1pm-5pm)Monday 24th June – Remote class 1-4pm? RSPCA |
| **Building and Room for your unit/s** | On campus classes and practicals are in B7.327 |
| **Your Learning Program** | **Hours** |
| Structured Hours (Supervised) | **42** |
| Structured Hours (Unsupervised) | **21** |
| Work Placement Hours |  |
| Other (specify) Self-directed learning | **21** |
| Assessment Hours (in class plus take home) | **45** |
| **Total Hours** | **129** |

| **Your Assessment Tasks**  |
| --- |
| **Task No.** | **Assessment Tasks** | **Due Date for Assessment** | **Unit/s that relate to this assessment** |
| 1.1 | AT1.1 Hazards and compliance Quiz | 25/03/2024 | ACMGEN308, ACMBEH301, ACMGEN303 |
| 1.2 | AT1.2 Animal welfare and ethics Quiz | 29/04/2024 | ACMGEN308, ACMBEH301, ACMGEN303 |
| 1.3 | AT1.3 Behaviour and body language Quiz | 27/05/2024 | ACMGEN308, ACMBEH301, ACMGEN303 |
| 1.4 | AT1.4 Objective Behaviour response | 27/05/2024 | ACMGEN308, ACMBEH301, ACMGEN303 |
| 1.5 | AT 1.5 Stress-free handling and walking dogs quiz | 27/05/2024 | ACMGEN308, ACMBEH301, ACMGEN303 |
| 2 | AT2 Canine welfare Assessment | 24/06/2024 | ACMGEN308, ACMBEH301, ACMGEN303 |
| 3 | AT3 Walking Dogs Practical  | 24/06/2024 | ACMGEN308, ACMBEH30, ACMGEN303 |

| **Your Teacher Contact Details** |
| --- |
| **Teacher Name** | **Email Contact** | **Telephone** | **Availability** |
| Jacinta Van Eeden | j.vaneeden@boxhill.edu.au | MS Teams messages preferred | Monday to Wednesday |

|  |
| --- |
| **Useful Information to Support Your Learning and Assessment** |
| **Reasonable Adjustment** | You may access reasonable adjustment to enable you to participate in training and assessment. You can learn more about this through the [Student disability policy and procedure](https://www.boxhill.edu.au/about-us/policies-and-procedures/) on the Box Hill Institute website or by calling Student Life on 9286 9891, SMS on 0429 680 488 or by emailing the Disability liaison service on dls@boxhill.edu.au or by calling into the Student Life office at Elgar campus in E3.224.You can contact Access and Disability Support at CAE city campus on 8892 1612 or email dls@cae.edu.au or calling into the Student Life office at the city campus in B.202. |
| **Counselling Services** | You may find it useful to talk with one of our highly qualified and experienced student counsellors if you wish to study more effectively, improve your work-life management or feel stressed or are pre-occupied by a personal issue. Please phone on 9652 0611 if you are studying at CAE campus or 9286 9891 if you are studying at Box Hill to arrange for an appointment. |
| **Attendance**  | The learning activities scheduled during class time will assist you in gaining the skills and knowledge necessary to complete the assessments. For this reason, it is recommended that you attend as many classes as possible. |
| **Assessment Extensions** | If you have a valid reason, you may apply for an extension for an assessment. This must be done in writing (on the assessment cover sheet or via email / StudentWeb to your teacher) prior to the assessment due date. |
| **Special Consideration** | Where a student anticipates that a result will be impacted by special circumstances such as ill health or bereavement, application can be made for special consideration. Forms can be accessed from the Student Life office at Elgar Campus in E3.224 or downloaded at: [Special Consideration in Assessment Application](https://www.datocms-assets.com/6783/1565829119-special-consideration-application-form-2019.pdf).VCE courses: Supplementary exam procedures apply. Please see your VCE Teacher or VCE Coordinator for further discussion. |
| **Re-Assessment** | If you do not demonstrate competency in one of your assessment activities, you are entitled to a second attempt. Your teacher will give you feedback on areas that need additional work. Note that:* it is your responsibility to negotiate the appropriate dates/times for re-assessment with your teacher
* if you do not submit an assessment on its due date, or if you do not attend class on the date an assessment is scheduled without a valid reason, this will be counted as an assessment attempt.
 |
| **Assessment Review** | If you believe that you have been assessed unfairly, you have the right to request an informal assessment review. When your assessment cover sheet is returned to you, you can request an informal review by filling in the section below and returning it to your assessor or the Manager of your area. If you are not satisfied with the outcome, you can apply for a formal review of assessment on the [application form](https://goo.gl/Pb3Rtx) located on the Box Hill Institute Website.  |
| **Plagiarism** | As a student at Box Hill Institute you are not permitted to take someone’s words, ideas or other materials and present them as your own. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Cheating** | As a student at BHI you are not permitted to seek to obtain an unfair advantage in an examination or test. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Collusion** | As a student at BHI you are not permitted to make arrangements between two or more people to gain an unfair advantage in an assessment. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure.  |

| **Unit Plan Part 2 - Teacher Information** Note to teachers: this document must be read in conjunction with the Guidelines for Completing VET Unit/Cluster Plan available on BQS |
| --- |

| **Timing** | **Mapping to the unit/s** | **Learning Topics** | **Teaching and Learning Strategies** | **Assessment** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| CELCAT Session No or Week No  | Time allocated | Elements; Performance Criteria;Knowledge Evidence;Performance Evidence linked to the session(insert unit code if cluster plan) | Topics covered during the session | Learning activities clearly explaining the way the class is structured.Aim for diversity to increase learning for a broad student base. Include in your plan:* Engagement activities
* Classroom discussion with effective and varied sample questions
* Group activities, explaining the way activities are structured
* Class presentations
* Individual learning activities
* Problem solving strategies
* Activities for students finishing work early
* Language, Literacy and Numeracy activities
* Strategies to confirm student learning in the session
* Preparation for the next session
 | **Assessment activities*** Explanation of assessment tasks
* In class assessment tasks
* Assessments tasks scheduled
 | R**esources** required for the session: e-learning and other |
| 1.  | 3hrs | ACMBEH301: 1.2, 2.1, 2.2ACMGEN308: 1.4, 2.2 | Breeds and groups of dogsRecord KeepingBehaviour of dogs | ON-CAMPUS THEORY- 19th February 2024* Attendance
* Welcome activity/icebreaker

Discuss:* Assessments
* Due dates/UP
* StudentWeb shell setup including assessment uploads
* Housekeeping
* Teacher contact info
* Scanning App/scans not photos
* Must bring laptop/device to each class
* Teacher presentation: Session One Welfare, behaviour and exercise dogs PowerPoint
* Slide 2- Engagement Activity on student web: What do you already know about identifying dogs?
* Slide 3- Group discussion: What is a dog is?
* Slide 7: Group discussion: How else are dogs distinguished from each other?
* Slide 8: Group discussion: Identification of dogs in a shelter/kennel. What should we want to know?
* Slide 11: What are some of these breeds best known for (ie behaviours/job roles/temperaments)? Golden Retrievers and Border Collies
* Slide 12:Individual activity: Look at [ANKC](https://ankc.org.au/Home) or [Dogs Victoria](https://dogsvictoria.org.au/family-pet/dogs-and-puppies/buying-a-puppy/breed-information-and-registered-breeders/) websites- both have great databases of info
* Students to break into groups to research an individual dog group (as per teacher) and discuss characteristics, breeds, uses before discussing as a class
* [Toy](http://ankc.org.au/Breed/Index/1)
* [Terrier](http://ankc.org.au/Breed/Index/2)
* [Gundog](http://ankc.org.au/Breed/Index/3)
* [Hound](http://ankc.org.au/Breed/Index/4)
* [Working Dogs](http://ankc.org.au/Breed/Index/5)
* [Utility](http://ankc.org.au/Breed/Index/6)
* [Non Sporting](http://ankc.org.au/Breed/Index/7)
* Slide 13-30: Group discussions on the different types of dog’s groups
* Slide 29: Individual activity: Watch [VIDEO: Pembroke Welsh Corgi History: Centuries-Old Cattle Herder to Family Pet (akc.org)](https://www.akc.org/expert-advice/dog-breeds/pembroke-welsh-corgi-history/)

Watch: [VIDEO: Facebook](https://www.facebook.com/kelpiehistory/videos/713986845446446/)Watch: [VIDEO: Maremma Sheep Dogs – YouTube](https://www.youtube.com/watch?v=Jw9FW-FSbUY)Read: [Article: Australia Deploys Sheepdogs to Save a Penguin Colony - The New York Times (nytimes.com)](https://www.nytimes.com/2015/11/05/world/australia/australia-penguins-sheepdogs-foxes-swampy-marsh-farmer-middle-island.html)* Slide 30- Group Activity: In pairs, pick a dog from the non-sporting group list, research the history of your breed

Write on the board/in the chat what you have found (job history? Origin info? Breed crossings? Fun facts?)* Slide 32: Group discussion: So what about hybrid vigor?
* Slide 33: Group discussion: Record keeping. Computer, Whiteboard? Cage card?, Info sheet?
* Complete activity (handout) to tie in today’s session

 * Homework: Review all of today’s content
 | Explanation of Assessments | Session One Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 2  | 3hrs | ACMBEH301: 1.1, 1.3, 1.4, 3.1, 4.3ACMGEN308: 1.2, 2.7 | Animal attendantsHazards to dogs and peopleLegislation  | REMOTE THEORY – 26th February 2024Attendance* Teacher presentation: Session two Welfare, behaviour and exercise dogs PowerPoint
* Slide 2: Group discussion: What tasks do animal attendants do?
* Slide 6: Group discussion- Hazards to us. What can you think of?
* Slide 15: Group discussion: Hazards to dogs. What can you think of?
* Slide 22: Group discussion: 5 second rule on hot days on concrete.
* Slide 23: Indivudual activity: Read article [What is Brachycephalic Obstructive Airway Syndrome (BOAS)? – RSPCA Knowledgebase](https://kb.rspca.org.au/knowledge-base/what-is-brachycephalic-obstructive-airway-syndrome-boas/)

Read article: [Cleaning up faeces immediately and disposing correctly](https://www.whitehorse.vic.gov.au/living-working/pets/dogs/dog-poo-disposal)* Slide 24: Group discussion: Some specific requirements of WHS legislation animal attendants must follow What would each of these looks like in real life as an animal attendant when walking dogs?
* Slide 24: Group activity: Discuss in a group and come up with two scenarios for each.

Post your scenarios in the assigned StudentWeb Forum if this is a remote class. Present your scenarios to the rest of the group if this is a face-to-face class.* Homework: Review of the content in Session two PowerPoint.
 |  | Session two Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 3. | 3hrs | ACMGEN303: 1.3, ACMBEH301: NoneACMGEN308: 1.1, 1.3 | Codes of practiceCompliance | ON-CAMPUS THEORY – 4th March 2024* Attendance:
* Teacher presentation: Session three Welfare, behaviour and exercise dogs PowerPoint
* Slide 4 Individual activity: Look at this link [a new and improved Act is on the way](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/new-animal-welfare-act-for-victoria)!
* Slide 7: Individual activity: Look at the following links: Shelters must follow these plus:

[Code of Practice for the Management of Dogs and Cats in Shelters and Pounds](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/domestic-animals-act/codes-of-practice/code-of-practice-for-the-management-of-dogs-and-cats-in-shelters-and-pounds) [Requirements for shelters and pounds | Shelters and pounds | Domestic animal businesses | Animal Welfare Victoria | Livestock and animals | Agriculture Victoria](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/domestic-animal-businesses/shelters-and-pounds/requirements-for-shelters-and-pounds))[register as a Domestic Animal Business](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/domestic-animals-act/registration-legislation-and-permits/domestic-animal-business-registration) [Code of Practice for the Operation of Boarding Establishments | Codes of Practice | Domestic Animals Act | Animal Welfare Victoria | Livestock and animals | Agriculture Victoria](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/domestic-animals-act/codes-of-practice/code-of-practice-for-the-operation-of-boarding-establishments)Must [register as a Domestic Animal Business](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/domestic-animals-act/registration-legislation-and-permits/domestic-animal-business-registration) with the local council in the municipality that they reside.* Slide 14: Group discussion: Insurance-What kind do you need?
* Slide 15: Individual activity-Read these resources [Escaped animal incident procedure](https://studentweb.bhtafe.edu.au/mod/resource/view.php?id=1203464)

[Unexpected animal behaviour change incident procedure](https://studentweb.bhtafe.edu.au/mod/resource/view.php?id=1203465)* Slide 16: Individual activity: Read these articles: [Dog Off-lead Areas | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/dogs/exercising-your-dog/dog-off-lead-areas)

[Dog Off-lead Areas | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/dogs/exercising-your-dog/dog-off-lead-areas)[Order No 7 Section 26\_2 of Section 10A(1) of the Domestic Animals Act - Dog Off Lead \_0.pdf (whitehorse.vic.gov.au)](https://www.whitehorse.vic.gov.au/sites/whitehorse.vic.gov.au/files/assets/documents/Order%20No%207%20Section%2026_2%20of%20Section%2010A%281%29%20of%20the%20Domestic%20Animals%20Act%20-%20Dog%20Off%20Lead%20_0.pdf)[Dog Restricted Areas | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/dogs/exercising-your-dog/dog-restricted-areas)[Dog Poo Disposal | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/dogs/dog-poo-disposal)[Domestic Animal Businesses | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/domestic-animal-businesses)[Registering Your Pet | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/pet-ownership-whitehorse/register-pet)[Domestic Animal Management Plan | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/domestic-animal-management-plan)[City\_of\_Whitehorse\_Domestic\_Animal\_Management\_Plan\_2021.pdf](https://www.whitehorse.vic.gov.au/sites/whitehorse.vic.gov.au/files/assets/documents/City_of_Whitehorse_Domestic_Animal_Management_Plan_2021.pdf)[Pet Ownership In Whitehorse | Whitehorse City Council](https://www.whitehorse.vic.gov.au/living-working/pets/pet-ownership-whitehorse)[Animal Laws and Regulations | Whitehorse City Council](https://www.whitehorse.vic.gov.au/animal-laws-and-regulations)* Slide 17: Individual activity: Complete this quiz on student web [Welfare, behaviour, and exercising dogs Cluster: Online Activity: Whitehorse canine animal management regulations for dogs in the community Quiz (bhtafe.edu.au)](https://studentweb.bhtafe.edu.au/mod/quiz/view.php?id=1203482)

Complete this course: [Responsible Dog Ownership Course - Department of Jobs, Precincts and Regions (dpi.vic.gov.au)](https://rdo.dpi.vic.gov.au/)* Homework: Review of the content in Session three PowerPoint
 |  | Session three Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 4.  | 3hrs | ACMGEN303: 1.1ACMBEH301: NoneACMGEN308: None | Animal WelfareGood Animal welfareAnimal welfare issues | REMOTE THEORY- 18th March 2024Attendance* Teacher presentation: Session four Welfare, behaviour and exercise dogs PowerPoint
	+ Slide 3: Group activity watch: <https://youtu.be/kwlluAXRzpQ>
	+ Slide 6: Group discussion on dog development. How might this impact teaching a dog to walk calmly on a lead?
	+ Slide 9: Group discussion- Animal what? Definition on animal welfare
	+ Slide 10: Individual activity: Read page 8-12/14 of [WSAVA-Animal-Welfare-Guidelines-2018 Background and Preamble only](https://studentweb.bhtafe.edu.au/mod/resource/view.php?id=1200055)

Read: [What is good animal welfare? – RSPCA Knowledgebase](https://kb.rspca.org.au/knowledge-base/what-is-good-animal-welfare/)* + Slide 11: Individual activity on student web: Read pages 12-23 [Animal Welfare Action Plan](https://studentweb.bhtafe.edu.au/pluginfile.php/1930672/mod_resource/content/0/Animal-Welfare-Action-Plan-Dec-2017.pdf)
	+ Slide 12: Individual activity: Read the following articles [Animal Welfare in Australia – DAWE](https://www.awe.gov.au/agriculture-land/animal/welfare/animal-welfare-in-australia)

[Australia | World Animal Protection](https://api.worldanimalprotection.org/country/australia)* + Slide 15: Individual activity: Read the following articles [Animal Welfare issues – DAWE](https://www.awe.gov.au/agriculture-land/animal/welfare/animal-welfare-issues)
	+ [Australia is increasingly uncomfortable with animal cruelty](https://theconversation.com/australia-increasingly-uncomfortable-with-animal-cruelty-3439)
	+ [Oscar’s Law](https://www.oscarslaw.org/)
	+ [amendments to the puppy farm legislation](https://youtu.be/OxwMOgCVS_g)
	+ [PETA’s Take](https://www.peta.org/issues/animal-companion-issues/)
	+ [Animal Liberation’s Take](https://www.al.org.au/companion-animals)
	+ [Companion Animals – Onewelfare (sydney.edu.au)](https://onewelfare.sydney.edu.au/companion-animals/)
	+ Slide 16: Group discussion on Greyhounds. [What are the animal welfare issues with greyhound racing? – RSPCA Knowledgebase](https://kb.rspca.org.au/knowledge-base/what-are-the-animal-welfare-issues-with-greyhound-racing/)
	+ Slide 17: Individual activity [Love is Blind campaign](https://youtu.be/orqUd1Ls-_8)
	+ Slide 17: Group discussion on Love is blind campaign.
	+ Slide 17: Individual activity Students to read: <https://www.dailymail.co.uk/news/article-10475455/Call-BAN-French-Bulldogs-Pugs-Australia.html>
	+ Student activity; Complete the AT1.1 Hazards and compliance Quiz in class
* Homework: Review of the content in Session four PowerPoint
 | AT1.1 Hazards and compliance Quiz | Session four Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 5.  | 3hrs | ACMGEN303: 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2ACMBEH301: NoneACMGEN308: None | Five animal freedomsFive domainsEnvironmental factors  | ON CAMPUS THEORY - 25th March 2024* Learning materials available on Student Web
* Teacher presentation: Session five Welfare, behaviour and exercise dogs PowerPoint
* Slide 3: Group discussion on five animal freedoms
* Slide 4: Individual activity: Read this article on the five domains:[Five Domains – Onewelfare (sydney.edu.au)](https://onewelfare.sydney.edu.au/five-domains/)
* Slide 4: Group discussion on the five domains
* Slide 5: Individual activity: Read this article on the five domains. [What are the Five Domains and how do they differ from the Five Freedoms? – RSPCA Knowledgebase](https://kb.rspca.org.au/knowledge-base/what-are-the-five-domains-and-how-do-they-differ-from-the-five-freedoms/)
* Slide 5: Group discussion on difference between five freedoms and five domains.
* Slide 7: Individual activity Read this article: [Animal Welfare Assessment Framework - Science & Research - Topics - Campaigns & Topics - FOUR PAWS Australia (four-paws.org.au)](https://www.four-paws.org.au/campaigns-topics/topics/science-and-research/animal-welfare-assessment-framework)
* Slide 8: Individual activity Read this article [The 2020 Five Domains Model for Animal Welfare Assessment and Monitoring](https://studentweb.bhtafe.edu.au/pluginfile.php/1934144/mod_resource/content/0/2020%20Five%20Domains%20Model%20adapted%20by%20Horses%20and%20People%20%281%29.pdf)

[5 Domains Model](https://studentweb.bhtafe.edu.au/mod/resource/view.php?id=1202945)* Slides 9-21: Teacher presentation on environmental factors and specific strategies to improve welfare.
* Slide 22: Group discussion on Animal welfare assessment tasks
* Slide 23: Group activity let’s look at the [Welfare Assessment Protocol for Shelter Dogs](https://studentweb.bhtafe.edu.au/pluginfile.php/1934142/mod_resource/content/0/Shelter-Quality-Protocol-2014.pdf)
* Slide 24 Individual activity- Group activity watch [RSPCA Puppy Farm Rescue – YouTube](https://www.youtube.com/watch?v=Oor_6pN3NxU)
* Slide 25: Individual activity Read this article [The 2020 Five Domains Model for Animal Welfare Assessment and Monitoring](https://studentweb.bhtafe.edu.au/pluginfile.php/1934144/mod_resource/content/0/2020%20Five%20Domains%20Model%20adapted%20by%20Horses%20and%20People%20%281%29.pdf)
* Slide 26: Group activity watch video [Kelly's story – YouTube](https://www.youtube.com/watch?v=YQp8XzHds4Y)
* Homework: Review of the content in Session five PowerPoint
 |  | Session five Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 6. | 3hrs | ACMGEN303: 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2ACMBEH301: NoneACMGEN308: None | Five DomainsAnimal Welfare | ON CAMPUS THEORY – 15th April 2024* Attendance
* Teacher presentation: Session six Welfare, behaviour and exercise dogs PowerPoint
	+ Slide 4: Individual activity read [Travelling with dogs | Legal requirements for dog owners | Dogs | Animal Welfare Victoria | Livestock and animals | Agriculture Victoria](https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/dogs/legal-requirements-for-dog-owners/travelling-with-dogs)
	+ Slide 5: Group activity- List some common causes of injury incurred by dogs that are improperly transported in open-backed vehicles.
	+ Slide 6: Individual activity- read the case situation on the PowerPoint
	+ Slide 7: Group activity- discuss “the animal welfare issue on the slide 6.
	+ Slide 8: Group discussion -Use [The 2020 Five Domains Model for Animal Welfare Assessment and Monitoring](https://studentweb.bhtafe.edu.au/pluginfile.php/1934144/mod_resource/content/0/2020%20Five%20Domains%20Model%20adapted%20by%20Horses%20and%20People%20%281%29.pdf) to decide what is currently at risk.
	+ Slide 9- Group activity- come up with 3 suggestions as a group to help Jerry. What might the vet need to do to ensure the conversations maintains a positive spin?
	+ Slide 11: Group discussion. What is Animal hoarding?
	+ Slide 12: Individual activity- Read this article [Hoarding Information for Shelter Medicine – Cummings School of Veterinary Medicine at Tufts University](https://vet.tufts.edu/shelter-medicine-at-cummings-school/hoarding-information-for-shelter-medicine/)
	+ Slide 13: Individual activity- read the case situation on the PowerPoint
	+ Slide 14: Group activity- discuss “the animal welfare issue on the PowerPoint

Use [The 2020 Five Domains Model for Animal Welfare Assessment and Monitoring](https://studentweb.bhtafe.edu.au/pluginfile.php/1934144/mod_resource/content/0/2020%20Five%20Domains%20Model%20adapted%20by%20Horses%20and%20People%20%281%29.pdf) to decide what is currently at risk.* + Slide 15: Group activity: Discuss the animal welfare issue on the slide 14. What should be done to improve the situation?
	+ Slide 16 Individual activity: Write a letter to your local MP to enforce mandatory reporting of animal hoarding.
	+ Slide 17: Individual activity- read the case situation on the PowerPoint
	+ Slide 18: Discuss the animal welfare issue on the slide 17.
	+ Slide 20: Individual activity use [The 2020 Five Domains Model for Animal Welfare Assessment and Monitoring](https://studentweb.bhtafe.edu.au/pluginfile.php/1934144/mod_resource/content/0/2020%20Five%20Domains%20Model%20adapted%20by%20Horses%20and%20People%20%281%29.pdf) to decide what is currently at risk.

What should be done to improve the situation on slide 17.* + Slide 21: Group discussion: What are two issues in the scenario presented? What are the fixes for these two issues?
* Homework: Review of the content in Session six PowerPoint
 |  | Session six Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 7. | 3hrs | ACMGEN303: NoneACMBEH301: 2.2, 2.3ACMGEN308: None | Animal behaviourBody language | REMOTE THEORY- 22nd April 2024* Attendance
* Teacher presentation session seven Welfare, behaviour and exercise dogs PowerPoint
	+ Slide 3: Group discussion- What influences behaviour? on where animal behaviour comes from?
	+ Slide 4: Group discussion What influences behaviour?
	+ Slide 5: Individual Activity-Watch this video and complete the quiz [Welfare, behaviour, and exercising dogs Cluster: Online Activity: Understanding Your Dog's Behaviour Video (bhtafe.edu.au)](https://studentweb.bhtafe.edu.au/mod/quiz/view.php?id=1203741)
	+ Slide 10: Individual Activity watch this video [Dog Body Language 101 Video](https://studentweb.bhtafe.edu.au/mod/url/view.php?id=1186824)
	+ Slide 11-30: Teacher presentation on different dog body language photos
	+ Slide 31: Individual activity watch this video: [Watch the recording](https://www.aspcapro.org/training/webinar/speaking-dog-canine-communication-1-3)
* Homework: Students to read the following articles
* [Read me](https://studentweb.bhtafe.edu.au/pluginfile.php/1938374/mod_resource/content/0/Body%20Language%20101.pdf)
* [Read me](https://studentweb.bhtafe.edu.au/pluginfile.php/1938373/mod_resource/content/0/Dog%20Body%20Language.pdf)
* [Read me](https://studentweb.bhtafe.edu.au/pluginfile.php/1938372/mod_resource/content/0/Body%20language%20of%20fear%20in%20dogs.pdf)
* [Online Activity: Body Language](https://studentweb.bhtafe.edu.au/mod/quiz/view.php?id=1200133)
 |  | Session seven Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 8. | 3hrs | ACMGEN303: NoneACMBEH301: 2.2, 2.3ACMGEN308: None | Behaviour and body language in dogs | ON CAMPUS THEORY – 29th April 2024* Attendance
* Teacher presentation session eight Welfare, behaviour and exercise dogs PowerPoint
* Slide 2: Group discussion: How did students go with the assigned homework.
* Slide 3-6: Group discussions: Early stress signals, which have we discussed already?
* Slide 7-29: Group discussion: Students to look at photos on the PowerPoint and discuss which dog is the most relaxed.
* Slide 31: Individual activity: Look at the link- [**FAS Scoring**](https://studentweb.bhtafe.edu.au/pluginfile.php/1914966/mod_resource/content/0/Fear-Anxiety-Stress-Ladder-Dog-FearFree.pdf)
* Slide 34: Individual activity: watch this video- [Watch the recording](https://www.aspcapro.org/webinar/2019-11-05-120000-2019-11-05-130000/speaking-dog-canine-communication-2-3)
* Slide 35: Individual activity:

[Watch me](https://www.youtube.com/watch?v=VUhjepUxnUU) (start at minute 8.15, play on mute)[Watch me](https://www.youtube.com/watch?v=GOSWqaVYk1Y) (start at start, play w sound)What behaviours did the trainer miss? What are your thoughts on the entire ep?[Watch me](https://www.youtube.com/watch?v=9ihXq_WwiWM) (start at start, play with sound)* Student activity: AT1.2 Animal welfare and ethics Quiz to completed in class
* Homework:
* Complete anything outstanding from today
* [Dog Park Activity Observation](https://studentweb.bhtafe.edu.au/mod/assign/view.php?id=1200136)
* [Watch the recording](https://www.aspcapro.org/webinar/2019-11-25-120000-2019-11-25-130000/speaking-dog-canine-communication-3-3) for video #3/3
* [Online Activity: Dog body language recognition](https://studentweb.bhtafe.edu.au/mod/quiz/view.php?id=1200137)
 | AT1.2 Animal welfare and ethics Quiz | Session eight Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 9.  | 3hrs | ACMGEN303: NoneACMBEH301: 1.5ACMGEN308: 2.1, 2.3, 2.4, 2.5, 3.1 | Behaviour and body language in dogsWalking and exercising dogs | ON-CAMPUS THEORY - 6th May 2024Attendance* Teacher presentation session nine Welfare, behaviour and exercise dogs PowerPoint
* Slide 2: Group discussion- How did your Dog Park Activity go? What did you learn in video #3?
* Slide 4: Individual activity-Students to do [Online Courses from the ASPCA Learning Lab | ASPCApro](https://www.aspcapro.org/training-online-courses/online-courses-aspca-learning-lab)
* Slide 4: Individual activity-Students to log certificate from learning program onto student web.
* Slide 5-8: Group discussion- Make some suggestions for how to improve the emotional state of the dogs in the next slides
* Slide 9: Group discussion- Look at the photo and discuss if the dog is comfortable or uncomfortable?
* Slide 11: Individual activity-Students to do[Online Courses from the ASPCA Learning Lab | ASPCApro](https://www.aspcapro.org/training-online-courses/online-courses-aspca-learning-lab)
* Slide 11: Individual activity: Students to upload certificate to student web.
* Slide 12: Group discussion- Look at the photo and discuss if the picture of this dog is comfortable.
* Slide 19-22: Group discussion- Checking health and physical capability/fitness status. What factors might come in to this assessment?
* Slide 24-25: Group discussion- Look at the photos. What physical capabilities would differ here?
* Homework:
* Read the [2015 AAHA Canine and Feline Behavior Management Guidelines](https://studentweb.bhtafe.edu.au/pluginfile.php/1932034/mod_resource/content/0/2015_aaha_canine_and_feline_behavior_management_guidelines_final.pdf)
* Complete: [User Profile Edit | Accelerate (elanco.com)](https://au.accelerate.elanco.com/user/edit)
* Login
* Click “Training”
* Under behaviour and welfare select Dog behaviour
* Go to My Account > My Certificates and download the certificate
* Students to upload certificate to student web.
 |  | Session nine Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| 10.  | 3hrs | ACMGEN303: NoneACMBEH301: 2.5, 3.2, 3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 4.6ACMGEN308: 2.5, 2.6, 2.8, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4 | How to walk and exercise a dogPost exercise in dogs | REMOTE THEORY - 13th May 2024* Attendance
* Teacher presentation session 10 Welfare, behaviour and exercise dogs PowerPoint
* Slide 6: Individual activity-Read article [How to walk a dog without pulling on the leash](https://www.youtube.com/watch?v=SLCmyGTowIU)
* Slide 7: Individual activity-Read article [How To Stop Your Dog Pulling On Its Lead | Bondi Vet](https://www.youtube.com/watch?v=3biGxQ9QIQU)
* Slide 8: Individual activity: watch this video- [Polite Leash Walking](https://studentweb.bhtafe.edu.au/mod/folder/view.php?id=1186801)
* Slide 8: Individual activity- read article [Welfare, behaviour, and exercising dogs Cluster: How to deliver a treat to your dog (bhtafe.edu.au)](https://studentweb.bhtafe.edu.au/mod/resource/view.php?id=1186802)
* Slide 9: Individual activity- read article [Space Etiquette for dogs booklet](https://studentweb.bhtafe.edu.au/mod/folder/view.php?id=1186800)
* Slide 9: Group activity- watch this video [How to Make Your Dog’s Walk Great for Both of You](https://www.youtube.com/watch?v=yB2x1-yFmqY)
* Slide 14: Group activity- watch this video [Choosing and Using Dog Collars, Harnesses, and Leashes the Fear Free Way](https://www.youtube.com/watch?v=fYoh3f5A2sw)
* Slide 15: Group discussion- Discuss how the harness in the photo should sit
* Slide 16: Group activity-watch video [How to use a Slip Lead- with Steve from Pack Leader Dogs](https://www.youtube.com/watch?v=oLpCoK9Ysh0)
* Slide 18-20 teacher to discuss post exercise for dogs
* Homework: Review all of todays content and watch any videos that didn’t get watched during class time.
 |  | Session 10 Welfare, behaviour and exercise dogs PowerPointStudent Web shell accessLaptopCharger |
| AT 2 | 3hrs | ACMGEN303:1.2, 2.1, 2.2,2.3, 2.4, 3.1, 3.2, 3.3 3.4, 4.1, 4.2 | Canine welfare | ASSESSMENT PRACTICAL – 20th May 2024Attendance (hardcopy roll/sign-in sheet)Hands-on and tactile activities and assessment relating to topics learned in prior session(s)Teacher to follow the instructions on templates for each task.Students to complete: * AT3 Walking Dog practical – Dog 1 using the dogs in the grooming room on this day.
* AT1.3 Behaviour and body language Quiz
 | AT3 Walking Dogs practical – Dog 1AT1.3 Behaviour and body language QuizAT1.4 Objective behavioural response | DogsStudent Web shell accessLaptopCharger |
| AT 2 | 3hrs | ACMGEN303:1.2, 2.1, 2.2,2.3, 2.4, 3.1, 3.2, 3.3 3.4, 4.1, 4.2 | Canine welfare | ASSESSMENT PRACTICAL – 27th May 2024Attendance (hardcopy roll/sign-in sheet)Hands-on and tactile activities and assessment relating to topics learned in prior session(s)Teacher to follow the instructions on templates for each task.Students to complete: AT3 Walking Dogs practical – Dog 1 using the dogs in the grooming room on this day.  | AT3 Walking Dogs practical – Dog 1AT1.3 Behaviour and body language QuizAT1.4 Objective behavioural response | DogsStudent Web shell accessLaptopCharger |
| 11.  | 3hrs | ACMGEN303:1.2, 2.1, 2.2,2.3, 2.4, 3.1, 3.2, 3.3 3.4, 4.1, 4.2ACMBEH301:1.1, 1.2, 1.3,1.4,1.5, 2.1, 2.2, 2.3,2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, ACMGEN308:1.1, 1.2, 1.3,1.4, 2.1, 2.2, 2.3,2.4, 2.5, 2.6, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, | Identify current animal welfare and management approachesUse an assessment tool to assess an animal's welfare statusReview assessment outcomes and make recommendations to improve animal welfareCommunicate animal welfare outcomesPrepare for interaction with animalIdentify and interpret animal behaviourMove animal safely and securelyHandle animals for intended activityEstablish dog walking and exercise requirementsOrganise arrangements and collect dog/sWalk and exercise dog/s on leadFinalise walk or exercise activity | REMOTE SESSION – 3rd June 2024* Attendance

Student Activity:* Complete in class: AT1.4 Objective behavioural response
* Complete in class: AT1.5 Stress-free handling and walking Quiz
* RSPCA Pre-excursion Induction Quiz
* Students are to complete any outstanding Assessment tasks
* Complete the unit evaluation on student web

Hands-on and tactile activities and assessment relating to topics learned in prior session(s)Teacher to follow the instructions on templates for each task.Students to complete: AT2 Welfare Assessment mock assessment.Homework:* Complete any outstanding assessment tasks
 | AT1.5 Stress-free handling and walking quizAT2 Welfare Assessment – run through - mock | Student Web shell accessLaptopCharger |
| AT3 | 4 hrs | ACMGEN308:1.1, 1.2, 1.3,1.4, 2.1, 2.2, 2.3,2.4, 2.5, 2.6, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, | Walk and exercise dog/s on lead | ASSESSMENT PRACTICAL - 17th June 2024 & 24th June 2024 (RSPCA)Attendance (hardcopy roll/sign-in sheet)Hands-on and tactile activities and assessment relating to topics learned in prior session(s)Teacher to follow the instructions on templates for each task.Students to complete: AT3 Walking Dogs Practical during this AMA day. | AT2 Welfare Assessment AT3 Walking Dogs Practical – Dog 2 & 3 | DogsStudent Web shell accessLaptopCharger |
| 12.  | 3hrs | ACMGEN303:1.2, 2.1, 2.2,2.3, 2.4, 3.1, 3.2, 3.3 3.4, 4.1, 4.2ACMBEH301:1.1, 1.2, 1.3,1.4,1.5, 2.1, 2.2, 2.3,2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, ACMGEN308:1.1, 1.2, 1.3,1.4, 2.1, 2.2, 2.3,2.4, 2.5, 2.6, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, | Identify current animal welfare and management approachesUse an assessment tool to assess an animal's welfare statusReview assessment outcomes and make recommendations to improve animal welfareCommunicate animal welfare outcomesPrepare for interaction with animalIdentify and interpret animal behaviourMove animal safely and securelyHandle animals for intended activityEstablish dog walking and exercise requirementsOrganise arrangements and collect dog/sWalk and exercise dog/s on leadFinalise walk or exercise activity | REMOTE THEORY - 10th July 2023* Attendance

Student Activity:* Students are to complete any outstanding Assessment tasks
* Students to complete: AT 1.5 Stress-free handling and walking dogs quiz

Homework:* Complete any outstanding assessment tasks
 | AT 1.5 Stress-free handling and walking dog’s quizComplete any outstanding assessment tasks | Student Web shell accessLaptop |

|  |  |
| --- | --- |
| Unit EvaluationPlease do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row | **Note to Teachers:**Ensure that your students complete the Unit evaluation on StudentWeb at the end of this unit. Please download the analysis of student evaluation data and save it in the course quality folder. Please review this data as part of TAS review at the end of course delivery. |