



Assessor Guide
ACMBEH302

Provide enrichment for animals

Assessment 1 of 1

Short answer questions

What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

What is the purpose of behavioural and environmental enrichment? Provide an example. [word count:40-50]

To improve or enhance the quality of the animal's environment. The enrichment strategies should allow the animal to demonstrate natural behaviours and should enhance psychological and physiological wellbeing.

Example: Scattering worms around the Meerkat enclosure to encourage foraging or using a

Assessor instructions: Candidate answer must reflect the exemplar

Question 2

List and describe the 3 types of environmental and behaviour enrichment strategies. Provide an example of each. [word count:40]

Assessor instructions: Candidate answer must reflect the exemplar

Types of enrichment	Description	Example
Physical and psychological enrichment	Modifying the environment to promote natural behaviours and physical activity. Providing mental challenges to stimulate cognitive functions.	Hiding food to encourage activity. Long walks, Brushing, patting etc.
Social enrichment	Encouraging interactions with other animals or humans to develop social skills.	Providing activities with other animals
Sensory stimulation	Engaging the senses through various stimuli to mimic natural environments.	Play music, audio books, T.V when not at home Provide scents in the area

Question 3

List 6 factors you should consider when developing enrichment programs? [word count:20-30]

Assessor instructions: Candidate answer must reflect exemplar

1. Cognitive ability of animal species
2. Age-appropriate and individual animal needs
3. Social groupings and hierarchy
4. Novel food and potential dietary consequences, including toxicity and parasitic infection
5. Safety of objects and infrastructure
6. Introducing new enrichments – observing animal reactions

Question 4

Complete the following table for a medium sized dog.

For each enrichment strategy listed provide an example of how this could be incorporated and the equipment you would need for it.

Assessor instructions: Candidate answer must reflect or be similar to the examples provided in the exemplar.

Enrichment strategy	Example	Equipment
Foraging for food	<ul style="list-style-type: none">• Using a puzzle or snuffle mat• Freezing food in an ice block	<ul style="list-style-type: none">• Either a puzzle plate or snuffle mat• Access to a freezer, food or treats
Exercise, physical fitness & proprioception	<ul style="list-style-type: none">• Going for a walk• Throwing a ball• Providing balls and toys that roll away from the animal	<ul style="list-style-type: none">• Lead and collar• Ball• Toys
socialising	<ul style="list-style-type: none">• Going to the dog park• One-on-one time with owner	<ul style="list-style-type: none">• Lead and collar• Human
Resting and sheltered areas	<ul style="list-style-type: none">• Providing access to indoors• Providing a kennel	<ul style="list-style-type: none">• House – no additional equipment• Kennel and bedding

Question 5

Scenario: You are working in a training organisation that encourages positive reinforcement when training animals. You have been asked to conduct a lesson on ‘how to get a dog to sit.’

Explain how you would train a dog to sit using positive reinforcement and the equipment you would need during this lesson. [word count: 80]

Assessor instructions: Candidate answer must reflect the exemplar

Explanation	Equipment
<ul style="list-style-type: none">• Stand in front of dog -dog facing you• Show treat• Then close hand around treat (fist)• Hold fist close to dogs’ nose• Raise hand up over top of dogs’ head until fist is resting on back of head – simultaneously say “sit”• As dog follows scent head will raise causing bottom to lower to ground• As soon s bottom hits ground use a verbal cue (word of praise such as “Good”/”Yes”) and give treat simultaneously ensuring you keep hand above nose so dog stays in sit position	High value treats

Question 6

Scenario: You are working in a training organisation. A client approaches you and says the dog will be pulling on the leash.

Explain how you would help this client reinforce their role as the owner of the dog. What equipment would you need to do this. [word count: 90]

Assessor instructions: Candidate answer must reflect the exemplar

Training	Equipment
<p>Prompted attention</p> <ul style="list-style-type: none"> • Call dogs name, when they give you attention give valued treat/reward <p>Unprompted attention</p> <ul style="list-style-type: none"> • While dog is on leash • Plant your feet and stay quiet and wait • When your dog looks up at you, use a verbal cue (word of praise such as “Good”/”Yes”) and give treat/toy • Repeat until dog looks up at you 8 times in that one spot • Move to a new spot and repeat • Over time move to more distracting, high traffic areas to practice 	<ul style="list-style-type: none"> • High value treats or high value toy • Collar/harness/halti • Leash • 5mins of time

Question 7

How would short-term and long-term enrichment strategies be formatted and/or documented? [word count: 25]

Assessor instructions: Candidate answer must reflect the exemplar

Short-term	Long-term
<ul style="list-style-type: none"> - Written on a board located with the animal - Written on the animal’s chart or cage card 	<ul style="list-style-type: none"> - Documented in the animal’s permanent record

Question 8

Provide an example of how each species would demonstrate the undesirable behaviours listed below and how you could change their housing or routine to prevent these behaviours. [word count: 25]

Assessor instructions: Candidate answer must reflect the exemplar

Type of behaviour	Dog		Cat	
	Example of behaviour	Example of change	Example of behaviour	Example of change
Exaggerated forms of a normal behaviour	<ul style="list-style-type: none"> • Digging • Chewing • Barking • Chasing • mouthing 	<p>Digging:</p> <ul style="list-style-type: none"> • Provide cool place for animal to lay on hot days e.g., sandpit, water pool • Redirect: Provide digging pit/ somewhere appropriate for them to dig: e.g., clam shell with sand and bury treats and toys in it • Using deterrents e.g., Fence off areas that you do not wish them to dig, noxious odors. • Increased physical activity • Rotation of toys <p>Chewing:</p> <ul style="list-style-type: none"> • Using deterrents e.g., Fence off area, 	<ul style="list-style-type: none"> • Scratching • Jumping up on counters 	<p>Scratching</p> <ul style="list-style-type: none"> • Provide desirable scratching materials that are vertical e.g., scratching poles, corrugated cardboard • Feliscratch, Feliway <p>Jumping up on counters and other high places</p> <ul style="list-style-type: none"> • Provide high places that are appropriate e.g., high scratching pole with sleeping area and viewing platform

		<p>noxious odors.</p> <ul style="list-style-type: none"> • Doggy proof house or set up dog only area for when the dog is not being supervised • Provide chew toys and rotate them • Provide high value rewards or treats such as stuffing kibble or treats with peanut butter in dog chew approved toys <p>Barking</p> <ul style="list-style-type: none"> • Training: Barking for attention: Ignore and then reward once stops barking. Introduce a command for quieting down, reward dog with high value treats every time stops barking. • Don't punish bad behaviour. Never shout dog when he barks • Visual stimuli: Create physical blockage of visual stimuli 		
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		<ul style="list-style-type: none"> • Boredom/ attention seeking: Provide toys, walks, and other social enrichment <p>Chasing</p> <ul style="list-style-type: none"> • Train dog to freeze on command and come when called • Keep on leash when walking • Play fetch to fill the need to chase <p>Biting</p> <ul style="list-style-type: none"> • Introduce the leave it commands in behaviour training. Reward dog with high value treats every time obeys the command • Redirect by providing chew toys, food enrichment items and chewy treats • Do not put dog in situation that causes biting e.g., games with mouth, off leash 		
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<p>Stereotypes or repetitive actions</p>	<ul style="list-style-type: none"> • Excessive barking • Pacing up and down the fence 	<ul style="list-style-type: none"> • Provide enrichment toys • Restrict access to the source causing barking • Take the dog for a walk 	<ul style="list-style-type: none"> • Wool sucking • Chewing • Paw shaking • Hunting and pouncing unseen prey • Freezing • Foot chewing • Over-grooming / barbing 	<ul style="list-style-type: none"> • Medical work up • Reduce stress e.g., feline facial pheromones, milk thistle
<p>Stress, avoidance, displacement, aggression</p>	<ul style="list-style-type: none"> • Growling • Barking • Hiding • Food aggression • Overgrooming 	<ul style="list-style-type: none"> • Professional training • Kennel or area of safety • Feed separately from other animals 	<ul style="list-style-type: none"> • Vocalisation • Hissing • Overgrooming • Biting and/or scratching 	<ul style="list-style-type: none"> • Provide a place of quite away from children and other animals • Professional training

Question 9

How would handle each animal in the scenarios listed below using safe, human and loss stress techniques?

[word count: 130-140]

Assessor instructions: Candidate answer must reflect the exemplar

Scenario	Handling technique
You need to move a medium sized dog from the kennel to the yards while you clean the kennel. The kennel and the yards are not in close proximity.	Place a lead around the neck of the animal and guide the animal towards the yards. Once the animal is in the yard, remove the lead.
The owner of Misty the cat has arrived to pick her up. The owner has the carrier in the waiting room. There are dogs also in the waiting room.	Bring the carrier out to the cage Misty is in. Pick Misty up by placing one hand under her chest and the other around her backside. Gently place her inside the carrier. Place a towel over the carrier and bring the carrier out to the owner.
You need to transport a 3kg puppy from its housing to the treatment area.	Placed a slip lead around the neck of the puppy and secure the handle in one hand. Pick the puppy up by placing one hand under the chest of the puppy. Hold the puppy securely against your chest and use your arm to provide a resting place and more security for the body of the animal. Carry the puppy to the treatment area.



Question 10

What are the life stages of a dog and the milestones associated with each? [word count: 200]

Life Stage	Age	Milestones
Neonatal period	Birth – 2 weeks	<ul style="list-style-type: none"> • Relatively helpless and rely completely on their mother • Limited movement, cannot take the weight of their own bodies as yet • Will vocalised when separated from its mother • Feed by suckling from the mother • Urinate and defecate by stimulation of the mother • Kept clean by the mother
Transitional	2 – 3 weeks	<ul style="list-style-type: none"> • Begin to socialise by practice growling and wagging their tail • Begin to respond to light and movement • Play fight with siblings • Shows an interest in semi-solid foods • Begin to relieve themselves
Socialisation	3 – 12 weeks	<ul style="list-style-type: none"> • Begin to show a startle response • Begin to stand and walk • Begin to bark • Begin to wean from their mother
Juvenile	12 weeks – juvenile (age varies depending on breed)	<ul style="list-style-type: none"> • Sense organs fully developed • Growth rate slows • Adult teeth appear • Reaches sexual maturity
Adolescents	Post juvenile period. Age varies depending on breed	<p>Puppies mature very quickly, and the smaller the breed, the faster they reach maturity. In small breeds, adolescence can start as early as 5 months. In larger breeds it can start as late as 9 or 10 months, and very large breeds might not go through adolescence until 12- 18 months. When your dog reaches adolescence, you might see some or all of the following behaviours:</p> <ul style="list-style-type: none"> o aggression o plenty of energy o very short attention span o poor socialisation o disobedience o wandering o leg cocking (males); and o obsessive mounting behaviour

