Case for endorsement

ACM Animal Care and Management Training Package

Version 3.0

Submitted by Skills Impact

on behalf of

Animal Care and Management Industry Reference Committee

June, 2019

Contents

A. Administrative details

This section provides an overview of the relevant organisations, the case for change and training package components for endorsement.

Organisational details

This submission is made by the following Industry Reference Committee (IRC):

- Animal Care and Management.

Skills Impact Ltd is the Skills Service Organisation (SSO) supporting this submission.

Component details

The Case for Endorsement comprises 2 qualifications, 39 units of competency and their associated assessment requirements for endorsement as part of the *ACM Animal Care and Management Version 3.0.* 2 additional qualifications with minor updates and 4 skill sets developed as part of these projects are included as non-endorsed components.

This submission comprises three projects.

Project	Materials
Animal Incident Management	- 12 new units of competency - 3 revised units of competency - 1 revised qualification (minor update – non-endorsed component) - 3 new skill sets (non-endorsed components).
Animal Technology	- 2 revised qualifications - 2 new units of competency - 13 revised units of competency - 1 new skill set (non-endorsed component) - 1 revised qualification (minor update – non-endorsed component).
Horse Education	- 5 new units of competency - 4 revised units of competency.

A full list of components proposed for endorsement appears in **Appendix 1: Components for Endorsement.** Qualifications reviewed as minor updates appear in **Appendix 3: Minor updates.**

It should be noted that both the *ACM Animal Care and Management IRC* and *RGR Racing and Breeding IRC* agreed that the migration of units of competency and qualifications related to Horse Breeding from the *ACM Animal Care and Management Training Package* to the *RGR Racing and Breeding Training Package* should be carried out on the basis that:

- the racing industry is the largest and most complex horse breeding sector

- units and qualifications would be able to apply to horses generally with some racing focused elective units.

Refer to the RGR Racing and Breeding Training Package Version 3.0 Case for Endorsement for further information about this project, and for a list of the components that have been migrated.

Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2017–18/003) was approved on June 2018. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

Animal Incident Management

Activity start date: 1 August 2018

Activity completion date: 30 June 2019

- develop a new qualification, Diploma of Animal Rescue, and possibly a Certificate qualification (at a level to be determined) to create a pathway for learners

- develop one skill set Assist in Cetacean stranding

- develop 30 new units relating to animal rescue for inclusion in the Diploma of Animal Rescue and the Certificate IV in Animal Control and Regulation.

Animal Technology Qualification review

Activity start date: 1 August 2018

Activity completion date: 30 June 2019

- review 2 existing qualifications

- review 12 existing units of competency

- develop 5 new units of competency

- develop 2 new skills sets.

Horse Education (breaking)

Activity start date: 1 August 2018

Activity completion date: 30 June 2019

- develop 9 new units

- review 2 existing units.

Change of Scope details

Animal Incident Management

Change request date: 13 November 2018

Change approve date: 20 December 2018

- develop 12 new units on incidents involving large animals, and incidents with large groups of animals

- develop 3 new skill sets

- review 3 existing units

- review 1 existing qualification.

Horse Education

Change request date: 13 November 2018

Change approve date: 20 December 2018

- develop 3 new units

- review 5 existing units.

Change request date: 7 March 2019

Change approve date: 25 March 2019

- develop 4 new units

- review 5 existing units

- develop 2 new skill sets.

B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC. The components submitted for endorsement have been reviewed as part of the following three projects:

- Animal Incident Management
- Horse Education
- Animal Technology.

Decision being sought

This submission puts forward the Case for Endorsement for the proposed components of the *ACM Animal Care and Management Training Package Version 3.0.*

The draft components submitted for endorsement by the AISC are listed in **Appendix 1: Components for Endorsement** and comprise:

- 2 qualifications
- 39 units of competency
- 4 skill sets (non-endorsed component developed during projects).

In addition to the components proposed for endorsement, minor updates will be completed to:

- 2 qualifications. Refer to **Appendix 3: Minor updates** for details.

Work undertaken and why

The following points are covered for each project.

- All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2012* and the *Training Package Development and Endorsement Policy, 2016*.
- Evidence of consultation with states and territories is provided in **Appendix 2: Industry support**.

Animal Incident Management

Skill Description: Working in an environment with large animals is a high risk to the safety and welfare of people and animals. Safety practices can be strengthened by ensuring that staff have a high level of knowledge of large animal rescue techniques and ability to apply these techniques in various natural or anthropogenic disasters, emergencies or accidents. Applying these safe practices will have a significant economic benefit by reducing the injury and potential death of people who are involved in responding to an incident involving a large animal or a large group of animals, and the loss of animals involved in an incident.

Relevant occupations that would benefit from upskilled staff include but are not limited to:

- animal rescue operators
- emergency response operators
- animal sanctuaries
- council rangers
- cattle feedlots and saleyards
- animal recreation events such as agricultural shows, eventing or horse racing
- firefighters
- veterinary nurses
- farmers
- livestock transporters.

Driver for this project: Incidents such as bushfires and floods in urban and rural areas have driven the need for expertise in dealing with large animals, such as horses, cattle and sheep, and large groups of animals. More workers across a number of sectors need to be properly trained in how to safely respond to these incidents in order to help minimise the risk of injury to people involved, to improve the welfare outcomes for the animals, and minimise losses.

"Knowledge of and ability to apply large animal rescue techniques in various natural or anthropogenic disasters, emergencies or accidents" was identified as a priority skill in the *2017-2020 IRC Skills Forecast* and proposed Schedule of Work. A subsequent Case for Change demonstrated the reasoning for this project, setting out evidence for proposed changes to the *ACM Animal Care and Management Training Package*, including the scope of the research, analysis and industry engagement undertaken to collate the evidence base.

The creation of animal incident management training package components has been welcomed by industry stakeholders as they will educate individuals to participate safely in large animal incidents across Australia.

Another important driver in creating these training package components was to strengthen the importance of working in a team and understanding assigned roles during incidents. Feedback from industry stakeholders on including national emergency and rescue service language such as incident controller and referring to incident zones as hot, warm and cold reports better opportunities in collaboration with government support during incident management.

Work undertaken: A small group of subject matter experts (SMEs) was identified to provide advice throughout the project. Initial work involved identifying the skills and knowledge required for animal rescue and their job roles. Concerns were raised around the wide range of skills required to address all types of animal rescue and it was agreed that the project would focus on domestic large animal incident management.

A new sector was created to house these units within the *ACM Animal Care and Management Training Package*, Animal Incident Management (AIM). This provided the foundation on which further AIM units of competency can be developed. Having created a smaller range of units it was decided that the Diploma of Animal Rescue, and possibly a Certificate qualification (at a level to be determined) would not be required at this time. Skill sets would instead be a preferred delivery option until other AIM units have been created. Proposal to include the new AIM units into the existing *Certificate IV in Animal Control and Regulation* qualification as electives was met with mixed responses. Consultation with SMEs concluded that not all AIM units would be suitable for the desired job outcomes from the *Certificate IV in Animal Control and Regulation*. The decision was made for only *ACMAIM201 Contribute to safety at incidents involving large animals* and *ACMAIM202 Participate in an incident involving large animals* be included as elective units. These units focus on teaching individuals to participate safely at incidents involving large animals.

Feedback suggested the proposed unit *ACMAIM404 Collaborate in planning sedation and anaesthesia of large animals in emergency field situations* should be broadened to reflect the role of incident management teams which collaborate and work together to determine the optimal chemical restraint for a safe rescue and the welfare of the animal. Although the veterinarian makes the final decision and performs sedation, anaesthesia or euthanasia, key experienced personnel play a significant role in assisting with the planning of the large animal incident or rescue.

The proposed unit *ACMAIM404* was edited to make it applicable to a broader group of personnel working at the incident scene. These may include emergency services, veterinary nurses and other personnel with relevant skills and knowledge. The focus changed to collaboration in a team rather than the focus being on the veterinarian only as originally written. An additional two week period for public consultation was sought through the Skills Impact website project page for the new unit to ensure these proposed changes met industry expectations. Industry stakeholders and SMEs were engaged via phone and email seeking their support of these changes. Feedback received was positive and supported the change in audience and recognised this unit addressed a collaboration gap in animal incident management. With the change in audience for this unit the originally proposed skill set *ACMSSXXXX8 Large Animal Incident Veterinarian Skill Set* was removed from the project as it contained the earlier *ACMAIM404* when it was written for registered veterinarians only, making the skill set irrelevant.

Initially there was a proposal for a unit to cover managing complex incidents involving animals. This included complex technical rescues, responding to emergency incidents and management of multiple teams. Feedback from SMEs rationalised that incident management skills are generic and are not required to be contextualised to a specific incident or emergency type. *ACMAIM306 Lead a team responding to a large animal incident* adequately covers these skills. Further feedback suggested a need for skills required to participate in rather than manage complex operations for incidents involving single or groups of large animals. By changing this unit to a participate role it has avoided any duplication of management or leadership units of competency.

Decision being sought: Fifteen units of competency be endorsed as part of the *ACM Animal Care and Management Training Package version 3.0 Case for Endorsement*. Three new skill sets relating to contributing to safety, participating in a team and managing or provide specialist advice in complex incidents involving large animals will be available in the Training Package when released. It should be noted that during this release, one qualification, the *Certificate IV in Animal Control and Regulation* will receive a minor update to add two new animal incident management units to the elective bank.

Animal Technology

Skill Description: Animal technology is a specialist profession responsible for the care and welfare of laboratory animals. Animal technology helps develop treatments for diseases and new methods of diagnosis and carries out scientific research. Universities and scientific institutions employ many animal technicians with the qualification *Diploma of Animal Technology*. These staff support biomedical, agricultural, veterinary, environmental and other animal-based scientific research and teaching/training. Their services and expertise are essential for laboratory animal facility management, and provision of specialist laboratory animal breeding services, animal husbandry, and specialist animal technical procedures. Many are also employed as laboratory technicians and research assistants, as their animal technical skills and knowledge are widely valued.

Drivers for this project: A full review of the Animal Technology qualifications was identified as a key priority in the *2018 – 2021 Animal Care and Management IRC Skills Forecast* to ensure that quality training does not impose unethical practice. Animal welfare is of high priority to the general public. Improving how animals are treated in captivity can improve the life of the animal, improve breeding programs and contribute to the animals' safety. In addition to this, feedback was received from the Australian and New Zealand Laboratory Animal Association (ANZLAA), the peak body for the Animal Technology industry, that the existing units of competency in the Animal Technology qualifications were not fit for purpose as the content of the units was not suitable for quality training. The units were also not ethically suitable as they required too many animals to be euthanised during the undertaking of the units.

Work undertaken: Initially a list of key stakeholder organisations was created, with ANZLAA identified as the peak body for the Animal Technology industry. As a result, representatives from Skills Impact attended the ANZLAA Annual Conference in Melbourne on 13 September 2018 and conducted a workshop to identify key issues and areas for improvement within the existing Animal Technology training package components that had previously been identified in the 2018 – 2021 Skills Forecast. A Subject Matter Expert Working Group (SMEWG) of representatives from different locations and sectors within the industry was formed to provide advice throughout all stages of the project.

The Skills Forecast identified a requirement to review all current units from the 'ATE Animal Technology' sector in both of the animal technology qualifications (Certificate III and Diploma level), to define containment and exclusion practices in relevant units, and to develop new units with a focus on ethics and aseptic surgery.

Initial draft work began at the ANZLAA workshop. Issues regarding content and delivery of current qualifications and units of competency were discussed. Concerns were raised that the current qualifications did not align to the Australian Qualifications Framework (AQF), and that there was significant overlap of units in the current Certificate III and Diploma qualifications, (often referred to as 'nesting'). To ensure a clear distinction between the levels of job roles for each qualification, and to

meet requirements of the *2012 Standards for Training Packages* where qualifications must comply with the AQF, the issues around qualification alignment and 'nesting' had to be addressed.

issues around duplication in content across units of competency, and references to out of date workplace terminology were also raised during the initial meetings. Potential changes to unit content including updates to assessment requirements (volume/frequency/use of simulations), ethical research practices and animal welfare were also identified. These issues were all addressed in the review of the components and it was also noted that good practice in animal use involves 'the three R's' (Replacement, Refinement, Reduction).

The SMEWG met in November 2018. While participants were pleased with the progress, and in general supported the initial draft units presented, there remained a significant amount of discussion surrounding the level of knowledge and skills required at Certificate III level as compared to the Diploma level. As a result, some units were moved from the *Certificate III in Animal Technology* to the *Diploma of Animal Technology* to reflect a more suitable alignment to the job roles. Similarly, *ACMATE302 Carry out institution containment and exclusion procedures* (core in both qualifications) has been replaced and split into the following two units:

- *ACMATE306 Follow containment and exclusion procedures in animal facilities* (now core in the Certificate III)

- *ACMATE508 Monitor and maintain containment and exclusion procedures in animal facilities* (now core in the Diploma).

There also remained concerns over compassion fatigue, ethics, and 'the three R's'. An additional element to address the purpose of euthanasia and compassion fatigue was added to *ACMATE307 Work within an animal technology facility* and *ACMATE305 Conduct euthanasia of research animals* was recoded to an indicative level 4 to more accurately reflect the level of activity and responsibility of the unit. In the Diploma, *ACMATE511 Carry out post-mortem examination* was moved to the core, and new units on ethics and aseptic surgery have been added to Group A electives.

Lastly, concerns were raised over the selection of elective units available in both qualifications. Users were able to select too many "species specific" units from the elective bank, impacting the desired outcomes of the qualifications and minimising their integrity. To address this issue, both qualifications have had their electives separated into two groups, allowing for a more targeted, job specific selection of elective units to be chosen. This change has also meant that the desired job outcomes could be achieved with fewer units of competency. As such, the *Certificate III in Animal Technology* has had its unit requirements reduced from 18 to 13, and the *Diploma of Animal Technology* has been reduced from 23 to 20 units.

Throughout the broad stakeholder consultation workshops held nationally in February 2019, development of the units and structure of the packaging rules continued. In most instances feedback sought was unanimously agreed upon and differences in opinion were invariably related to areas where State Legislation differs – in particular, Veterinary acts such as euthanasia and anaesthesia. A general statement was composed and is included within the *Application* statement of appropriate units to address the issues of differing state legislation.

During consultation and later validation stages the focus moved to the importance of the use of the language and actions of the current *Australian Code for the Care and Use of Animals for Scientific Purposes*, the appropriate degree of difficulty of the qualifications with relation to the associated job roles, and the importance of a greater awareness of, respect for and reaction to mental health issues. To address these issues, humane killing and humane end point are included in units that refer to euthanasia so that individuals are aware of differences in the meaning of these terms and that they understand the importance of these differences. In addition, new performance criteria to identify and address challenges relating to animal technology work have been included in the core of *ACMATE307 Work within an animal facility,* which is in the core of both the Certificate III and the Diploma qualifications.

Two new units of competency and one new skill set were also developed in this review. *ACMATE404 Prepare for and assist with aseptic surgery*, highlights the importance of asepsis before, during and after recovery surgery. The new skill set, *ACMSS00017 Animal Ethics Skill Set*, which consists of one new unit of competency, *ACMATE510 Review and monitor research proposals for an Animal Ethics Committee*, aims to increase the awareness of the importance of ethics in animal research. This unit

caters for individuals who contribute perspectives to the optimal and ethical design of experiments and research via inputs and feedback to the *Animal Ethics Committee (AEC)*.

Decision being sought: Two qualifications and 15 units of competency be endorsed as part of the *ACM Animal Care and Management Training Package Version 3.0*. It should be noted that one qualification, the *Certificate III in Captive Animals* will receive minor updates to update an elective unit code and one Skill Set*, ACMSS00017 Animal Ethics Skill Set* will be available in the Training Package when released.

Horse Education

Skill Description: "Horse education" is the term commonly used by people within the equine industry to describe the process that a person undertakes to ensure a horse is educated so that it is able to be safely ridden for either racing or recreational activities. This process usually occurs when horses are young. People who perform the process of "horse education" are called horse trainers, also known as "horse breakers".

As many as one million horses live in Australia. Horse racing studbooks record the number of racing horses that are bred in Australia each year (both thoroughbred and harness). Statistics are not recorded for horses bred for recreational purposes. Approximately 14,000 thoroughbred horses and 3,500 standardbred (harness racing) are born each year. Both racing and recreational use horses require some degree of education by someone who has horse training/education skills. It is estimated that 5,726 racing horse trainers currently exist in Australia, some of these people may have undertaken formal training. Horse training and horse education are different tasks, so without formal training in place, industry is concerned that horse training skills are in decline and the risk for the public and horse users increase with a lack of access to trained horse trainers.

A horse needs to be educated to respond to instructions consistently and learn about wearing equipment for riding or driving, be tied up or led by a rope prior to commencing training for racing. Horses are flight animals – when they are in new or unusual situations, their instinct is to run away. To instigate their ability to run, they may also kick out at whatever is blocking them. This increases the risk of injury or death to the young horse educators trying to 'break' them. There are records of a large number of extremely experienced breakers being injured in recent times.

Young horse educators need to be better equipped to handle a range of situations when educating horses. This will improve the safety aspects when carrying out training and will reduce any stresses of young horses that are being trained.

Driver for this project: Currently, learners can access short duration courses being offered in the marketplace. These courses are not nationally endorsed or accredited vocational courses but are general interest courses and do not meet any standard training requirements. There is a small number of accredited training courses, which cover the gamut of equitation science (including some horse education), but they do not *focus* on horse education. This increases the risk of harm to both the learner and the animal.

The units developed are for horse educators. The role plays an important part in ensuring safety in industry through the use of appropriately educated horses for a range of activities or disciplines. Horse educators may work in a breeding stud or work independently supporting a variety of industries or sporting activities where horses are used. They require a sound knowledge of horse behaviour and learning theory and considerable experience in handling and interacting with horses. Individuals who educate horses to be ridden require high level riding skills and those who educate horses to be driven require skills in driving horses in harness.

Work undertaken: A small group of SMEs was identified to provide advice throughout the project. Initial work involved identifying job roles and current gaps in training for safely educating, transporting and identifying horses. The information gathered determined that several units of competency already existed that addressed some of the skills required in these areas. It was therefore proposed to review these existing units and strengthen the aspects around understanding horse behaviour, creating

horse education plans, selecting appropriate methodologies and client liaison. Areas that are not covered at all in existing units (including educating horses to be ridden, driven, and for pack work) were proposed for development.

The existing revised units had minor upgrades to strengthen animal welfare skills. Two existing units were also revised for consistency of language and terminology. Initial proposals for unit title changes, sector changes and the addition of prerequisites was rejected by the SMEs, supporting only the minor upgrades to strengthen animal welfare skills for the purposes of this project. The *ACM Animal Care and Management IRC* agrees with their decision and have recommended that *ACMPHR401 Interpret equine behaviour* and *ACMPHR403 Evaluate equine training methodologies* undergo a full review in conjunction with the Diploma of Performance Horse Management at a future date and time yet to be determined.

During consultation, feedback suggested the creation of a separate unit on basic or beginning education (groundwork). Stakeholders noted that Elements 1 and 2 were almost identical in *ACMEQU408 Educate horses to be ridden*, *ACMEQU409 Educate horses to be driven* and *ACMEQU410 Educate pack horses* and suggested extracting these elements to create a separate unit based on this content. The rationale for doing this would be that it provides greater flexibility for training in the industry, allowing, for example, horse studs and those not wanting to carry out the whole education process, to train what is relevant to their workplace needs. Stakeholders also indicated that the revised unit should be a prerequisite for the riding, driving and pack horse units. An additional two-week period for public consultation was sought through the Skills Impact website project page. Industry stakeholders and SMEs were engaged via phone and email seeking their support of these changes and specific questions were asked on the inclusion of the prerequisites. Mixed support was received for the inclusion of prerequisites. After consultation with the SMEWG, they decided to remove all prerequisites but strengthened the application statements of the units by adding in "The unit applies to individuals, with previous and considerable horse handling experience and sound skills and knowledge of horse behaviour and learning theory". Additional advice on suitable applicants has been included in the Companion Volume providing clarification on the meaning of "considerable". These units have not been placed into any qualifications or skill sets.

Two new skill sets relating to educating horses to be ridden and driven were initially proposed. Feedback raised concern over the safety risks in putting these skills up as a short course in providing learners with a false sense of confidence in their ability. Consultation with SMEs and members of the Animal Care and Management IRC confirmed the concerns raised, with the outcome being that the proposed skill sets have been removed and these units will be published as orphan units, whereby they will be able to be imported into suitable qualifications, as required.

SME feedback proposed deletion of *ACMHBR301 Transport horses* during validation. It was recommended to import *RGRPSH202 Assist with transportation of horses* from the *RGR Racing and Breeding Training Package*. Discussions concluded that *RGRPSH202 Assist with transportation of horses* could be updated and made broader by taking out references to "race" horses as a "minor change". However, *RGRPSH202 Assist with transportation of horses* contains the prerequisite unit *RGRPSH201 Handle racehorses in stables and at trackwork* which cannot be removed as a "minor change". *RGRPSH202 Assist with transportation of horses* as it stands will not be flexible enough for other training packages to import. *ACMHBR301 Transport horses* will be retained with strengthened animal welfare (as initially proposed for this project) until *RGRPSH202 Assist with transportation of horses* has been reviewed and made into a more suitable replacement.

ACMMIC401 Implant microchip in cats and dogs

Lastly, the unit *ACMMIC401 Implant microchip in cats and dogs* was flagged for review due to the low performance evidence requirements. The review addressed how learners would aseptically perform microchip implantation procedures on cats and dogs, with minimum discomfort to the animal, for identification and traceability purposes. Industry feedback recommended the addition of practising implanting on replicas as well as increasing the number of implants. Further discussion with SMEs was sought on the number of conscious and or unconscious cats and dogs. The final numbers were confirmed by both SMEs and members of the Animal Care and Management IRC on the suitable number of implantations required on conscious and unconscious animals.

Decision being sought: Nine units of competency be endorsed as part of the *ACM Animal Care and Management Training Package version 3.0 Case for Endorsement*.

Additional work

Migration of ACM Animal Care and Management Training Package Horse Breeding components to RGR Racing and Breeding Training Package.

"Racehorse breeding skills" were identified as a priority skill area in the 2018-2021 Racing IRC Skills Forecast and Proposed Schedule of Work. Australian horse racing is reliant on the breeding of high-quality horses. Breeding and racing should be viewed in tandem as one cannot exist without the other.

Qualifications, skill sets and units of competency were reviewed as part of a Horse Breeding project to incorporate the skills and knowledge requirements of job roles in racehorse breeding, from conception of progeny, development of foals and preparation of yearlings. Stakeholder consultation and feedback received during the project determined that a number of components in the *ACM Animal Care and Management Training Package* would address the skill needs identified. It was determined – with the support of both the Animal Care and Management, and the Racing and Breeding IRCs – that three qualifications and 19 units of competency should be migrated from *ACM Animal Care and Management Training Package* to the *RGR Racing and Breeding Training Package*.

Refer to the *RGR Racing and Breeding Training Package Version 3.0 Case for Endorsement* for further information about this project, and for a list of the components that have been migrated.

C. Evidence of Industry support

This section provides evidence that the *ACM Animal Care and Maintenance Training Package* is supported by industry.

Support by IRC(s)

The Animal Care and Management IRC is responsible for the *ACM Animal Care and Management Training Package.* IRC members supported the SMEWGs recommendation to put forward the proposed training package products to the AISC for endorsement. Please refer to **Section I. IRC support** for written evidence of support.

Consultation with stakeholders

During development of the training package products, the following communication strategies were used for consultation with stakeholders across each of the projects:

- A project page was set up on the Skills Impact website at the start of each the projects, containing information about the project together with progress updates. Project pages remained on the website throughout the duration of the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.
  - o Animal Incident Management project page: https://www.skillsimpact.com.au/animal-care/training-package-projects/animal-incident-management-project/
  - o Horse Education project page: https://www.skillsimpact.com.au/animal-care/training-package-projects/horse-education-project/
  - o Animal Technology project page: https://www.skillsimpact.com.au/animal-care/training-package-projects/animal-technology-project/.

- Emails and newsletters were sent to state and territory training authorities (STAs/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress.

- Draft materials were hosted on the Skills Impact website for a four-week period. Final drafts were hosted for an additional two-week period for validation of final drafts. Stakeholders provided feedback via the Skills Impact Feedback Hub, online questionnaires/surveys, emails or telephone calls, or during consultation workshops.

- Face-to-face validation meetings were held with key industry stakeholders from different locations and sectors within the industry to provide sign-off of the final draft materials.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, organisations and individuals consulted, together with letters of support.

In addition to these activities, the following specific stakeholder engagements took place for each project.

Animal Incident Management

- Face-to-face meetings were held with the SMEWG in Adelaide and Melbourne, in addition to a teleconference and ongoing emails and telephone calls.

- Eight public face-to-face consultation workshops were held in Hobart, Darwin, Melbourne, Brisbane, Sydney, Adelaide, Perth and Canberra. Workshops were scheduled and promoted for all locations; however, no registered participants attended in Brisbane.

- One consultation webinar was held to cater for people who could not attend any of the face-to-face consultation workshops.

- Four site visits were held with industries involved with large animal rescue.

- Stakeholders that were identified as potentially having an interest in the changes proposed in the project were contacted via email at the start of the project in August 2018.

- Additional feedback was gathered from stakeholders via face-to-face meetings, emails and/or telephone calls.

- Validation meeting held in Melbourne on 16 April 2019 with key stakeholders from industry to review and validate final drafts, to support the two week public validation period.

Animal Technology

- Skills Impact attended the ANZLAA Annual meeting in Melbourne on 13 September 2018 and conducted an information workshop for all interested participants.

- SMEWG was formed to provide input on the development of draft materials. This group was also to provide advice and feedback throughout all stages of project development.

- SMEWG meeting held in Melbourne on 21 November 2018, with representatives from different locations and sectors within the Industry.

- Broad stakeholder consultation workshops held during February 2019 in Hobart, Brisbane, Canberra, Perth, Adelaide, Sydney and Melbourne.

- One consultation webinar was held to cater for people who could not attend any of the face-to-face consultation workshops.

- Validation meeting held in Sydney on 10 April 2019 with key stakeholders from industry to review and validate final drafts, to support the two-week public validation period.

Horse Education

- Face-to-face meetings were held with the SMEWG in Adelaide, in addition to a teleconference and ongoing emails and telephone calls.

- Seven public face-to-face consultation workshops were held in Hobart, Melbourne, Brisbane, Sydney, Adelaide, Perth and Canberra. Workshops were scheduled and promoted for all locations; however, no registered participants attended in Hobart or Brisbane. A workshop was also scheduled and promoted for Tamworth; however, it was cancelled due to low registrations and replaced with a webinar.

- One consultation webinar was held to cater for people who could not attend any of the face-to-face consultation workshops.

- Stakeholders that were identified as potentially having an interest in the changes proposed in the project were contacted via email at the start of the project in August 2018.

- Additional feedback was gathered from stakeholders via face-to-face meetings, emails and/or telephone calls.

- Validation meeting held in Adelaide on 3 April 2019, with key stakeholders from industry to review and validate final drafts, to support the two-week public validation period.

State/Territory and key stakeholder engagement

Workshops were conducted throughout Australia to gain industry feedback on all aspects of the Animal Incident Management, Animal Technology and Horse Education qualifications, skill sets and units of competency.

A wide range of stakeholders have been engaged across Australia and from all states and territories. Stakeholders have included national and state based industry associations, government departments, peak national committees, union, enterprises, key training providers and a range of individuals who are considered to be SMEs.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted.

Alternative approaches

Animal Incident Management

The animal incident management units will require the use of simulations and realistic scenarios as delivery and assessment in real incidents may be unsafe, impractical or unethical. A *Companion Volume: User Guide for Animal Incident Management* has been developed to support delivery in this sector.

Proposed new unit *Manage sedation and anaesthesia of large animals in emergency field situations* was originally developed with a veterinarian-specific audience in mind. However, feedback received during development suggested this should be broadened to reflect the input from members of incident management teams, who collaborate and work together to determine the optimal chemical restraint for a safe rescue and the welfare of the animal. Additional consultation with stakeholders and SMEs provided supportive feedback, and the unit was changed to suit this broader audience.

Animal Technology

During the review of the Animal Technology components, clarification was sought regarding whether practices of anaesthesia and euthanasia can be carried out by Animal Technicians or are subject to restriction under veterinary acts and animal welfare regulations. Further research found that state-based legislation varies in this respect. A general statement was developed and included in the Application section of relevant units to cater for the varied regulatory requirements in each state, while also ensuring the law is followed at all times: "*All work practices must be undertaken in accordance with legislative requirements, the current Australian Code for the Care and Use of Animals for Scientific Purposes (the Code); the organisation's standard operating procedures, and protocols, policies and procedures approved by the organisation's Animal Ethics Committee (AEC). Users are advised to check legislative requirements for their jurisdiction.*"

Clarification was also required around the use correct industry terminology and differences when describing 'euthanasia', 'humane killing' and 'humane end point'. This was raised and discussed specifically in consultation workshops and the validation meeting whereby feedback was sought from the original SMEWG to confirm terminology was in line with current industry standards.

Horse Education

An ongoing concern raised by SMEs throughout this project was the issue of safety, and this has been considered in all components for review and development. For units addressing beginning education of horses, the following statement has been added to the Application:
"*The unit applies to individuals, with previous and considerable horse handling experience and sound skills and knowledge of horse behaviour and learning theory*".
Additional advice on suitable applicants has been included in the Companion Volume providing clarification on the meaning of "considerable".

For all units, individuals should provide evidence of relevant industry experience of approximately three years. Evidence should be in the form of verifiable references.

For the units which require riding experience (*ACMEQU408 Educate horses to be ridden* and *ACMEQU410 Educate pack horses*) individuals are expected to be able to ride a variety of horses:

- at walk, trot, canter and gallop
- in open country and in various terrains
- solo and in company.

For the *ACMEQU409 Educate horses to be driven* which requires driving experience, individuals are expected to have had experience and be able to provide evidence of driving carts and/or harnessed horses.

Reports by exception

There are no reports by exception.

D. Industry expectations about training delivery

This section explains the advice provided in the Companion Volume Implementation Guide for the *ACM Animal Care and Management Training Package version 3.0*, together with recommendations for delivery of qualifications as traineeships/apprenticeships.

Companion Volume Implementation Guide

The companion volume details information that covers key industry expectations about:

- qualifications suitable for vocational education and training delivered to secondary students

- qualifications suitable for delivery as apprenticeships or traineeships

- amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge

- key legislative requirements

- essential knowledge requirements.

The *Companion Volume Implementation Guide* also includes advice for users of the horse education units of competency on the meaning of 'considerable horse handling experience'.

The *Safety in Equine User Guide* assists assessors, trainers, registered training organisations (RTOs) and enterprises to deliver equine training.

An additional document - *Companion Volume: User Guide for Animal Incident Management* – has been developed to support the delivery and assessment of the animal incident and management units of competency, providing advice on the use of simulations and realistic scenarios referenced in these units.

Delivery as apprenticeship/traineeship

The Animal Care and Management IRC recommends that each qualification reviewed for this Case for Endorsement that is listed in the following table could be the basis for a traineeship or apprenticeship.

Qualification	Delivery recommendation
ACM30219 Certificate III in Animal Technology	Apprenticeship or traineeship
ACM40117 Certificate IV in Animal Control and Regulation	Apprenticeship or traineeship
ACM50119 Diploma of Animal Technology	Apprenticeship or traineeship

Horse Education and Animal Technology units of competency are not suitable for VET in secondary schools

E. Implementation of the training package components

This section explains how the training package meets occupational and/or licensing requirements and identifies particular implementation issues and strategies to manage these issues.

How training package components meet occupation and licensing requirements

No licensing requirements apply to components in this Case for Endorsement. Where specific issues around working safely with horses and other animals, compassion fatigue, ethics and mental health have been raised, these have been addressed by embedding awareness and response to these issues within the affected units of competency.

Implementation issues and management strategies

Animal Incident Management

Prerequisites were considered important to address concerns relating to safety and to ensure individuals undertaking training in animal incident management had sufficient experience and skills in handling and interacting with large animals in potentially dangerous situations.

The use of prerequisites in this sector creates potential barriers and implementation issues particularly for sectors wanting to import the units into their qualifications as three of the four units have a chain of prerequisite units. This issue was discussed by the SMEWG and raised with the Animal Care and Management IRC. Due consideration was given to the benefits and disadvantages of prerequisites in determining the specific requirements for the units. It was concluded that particular units required prerequisites to strengthen safety and awareness.

As the delivery and assessment of animal incident management units will require the use of simulations and realistic scenarios, guidance has been included in the *Companion Volume: User Guide for Animal Incident Management.*

Issues relating to regulatory requirements, including the role of veterinarians, were raised during the development of the units. The administration of sedatives and anaesthetics, and performing euthanasia must be undertaken by a veterinarian or other licensed or authorised personnel according to the relevant state/territory regulations. Further advice on this topic is provided in the *Companion Volume: User Guide for Animal Incident Management*.

Animal Technology

A key implementation issue that was identified related to different state/territory regulatory requirements, particularly those relating to restricted acts of veterinary science and animal welfare regulations. Advice has been provided in the application section of relevant units where users are advised to check the requirements of their jurisdiction: "*All work practices must be undertaken in accordance with legislative requirements, the current Australian Code for the Care and Use of Animals for Scientific Purposes (the Code); the organisation's standard operating procedures, and protocols, policies and procedures approved by the organisation's Animal Ethics Committee (AEC). Users are advised to check legislative requirements for their jurisdiction.*"

Horse Education

An implementation issue raised during the project related to the level of skill of learners required for entry to the new units. Horse education is a dangerous activity. Individuals require considerable experience and skill interacting with horses and in riding or driving horses, depending on their area of focus.

There are currently no suitable prerequisites which indicate the level of skill required. Suggested prerequisites *ACMEQU202 Handle horses safely* (which has a prerequisite of *ACMEQU205 Apply knowledge of horse behaviour*) and *ACMEQU206 Perform horse riding skills at walk, trot and canter* (which has ACMEQU202 and ACMEQU205 as prerequisites) do not cover the required knowledge of

horse behaviour and learning theory or the level of skill required to undertake the new units. The only driving units available are RGR Racing and Breeding units which have licensing implications in some state and territories making access to them difficult for non-racing participants.

Listing the units above as prerequisites may give the false impression that if an individual is competent in these units then they could undertake the horse education units. To address this implementation issue, guidance for RTOs in selecting appropriate learners for entry to the units is provided in both the *ACM Companion Volume Implementation Guide* and the *ACM User Guide: Safety in Equine training* which is available from: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103.

Further implementation advice

Animal Incident Management

Industry expectations for the units and skill sets developed for animal incident management are that they be delivered primarily in the workplace to provide practical experience to learners. RTOs should negotiate arrangements for on and off-the-job training with employers. The animal incident management units will require the use of simulations and realistic scenarios as delivery, this is due to assessments being undertaken in real incidents may be unsafe, impractical or unethical. A *Companion Volume: User Guide for Animal Incident Management* has been developed to support delivery in this sector.

Horse Education

Industry expectations for the units and skill sets developed for horse education are that they be delivered primarily in the workplace to provide practical experience to learners and to allow them to develop skills over time working with a variety of horses. RTOs should negotiate arrangements for on and off-the-job training with employers.

Careful consideration must also be given to the level of skill and experience learners have had around interacting with horses prior to undertaking the units of competency. Recommendations about determining skill levels of learners prior to entering the units are provided in the *ACM Companion Volume Implementation Guide V3.0*. Safety issues and RTO responsibilities relating to learners interacting with horses are detailed in the *Companion Volume: User Guide: Safety in Equine Training.*

F. Quality assurance reports

Skills Impact declares that the proposed components of the *ACM Animal Care and Management Training Package Version 3.0* meet the requirements of the *Standards for Training Packages 2012* and the *Training Package Development and Endorsement Process Policy*.

The table provides a statement of evidence that the components meet the Training Package Quality Principles.

Principle	Evidenced by:
1. Reflect identified workforce outcomes	• Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs. • Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy • Evidence that the training package components respond to Ministers' policy initiatives, in particular the CISC 2015 training package reforms • Open and inclusive consultation and validation commensurate with scope and impact has been conducted
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	• Packaging rules, qualifications framework, and pathways support movement within and across sectors • Identification of skill sets that respond to client needs • Other national and international standards for skills are considered • Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	• Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC. • Best use is made of cross-industry and work and participation bank units
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	• Provide flexible qualifications that enable application in different contexts • Provide multiple entry and exit points • Pre-requisite units of competency are used only when required
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	• Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications
6. Support interpretation by training providers and others through the use of simple, concise language and clear	• Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package

Principle	Evidenced by:
articulation of assessment requirements	• Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth • Compliance with the TGA/National Register requirements for publication • Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package

The declaration and statement of evidence is confirmed by the independent Quality Report which is provided in **Appendix 4: Quality Assurance Report**.

The *ACM Animal Care and Management Training Package Companion Volume Implementation Guide, Safety in Equine Training User Guide* and *Companion Volume User Guide for Animal Incident Management* have both been quality assured through Skills Impact's quality processes and are available.

G. Implementation of COAG Industry Skills Council reforms to training packages

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages. Completion of training package development work, together with extensive consultation with relevant stakeholders, confirms that the submission:

- does not duplicate existing qualifications or units of competency

- reviewed and corrected the AQF alignment of units of competency to reflect the level of skills covered

- reviewed the AQF alignment of qualifications to reflect the level of relevant job roles

- removed prerequisite requirements in Horse Education units of competency to offer more flexible delivery

- developed new unit sector Animal Incident Management (AIM)

- created *User Guide: Companion Volume Animal Incident Management* to reduce knowledge evidence in AIM units and to assist with delivery

- includes new units of competency that have been developed for the Animal Incident Management project that have been written to be applicable to all workplaces, event sites or incident scenes involving large animals. They have relevance and cross-sector application to many industries, including agriculture, equine, racing and breeding, horse performance sports, local government, transport and public safety. It is anticipated that these units will be imported into qualifications and skill sets in a range of training packages

- includes horse education units that have been written to be applicable to all horses (not breed / purpose specific) and therefore will have direct relevance and application to all sectors where horses are used, including agriculture, equine, racing and breeding and other horse performance sports. It is anticipated that these units will be imported into qualifications and skill sets in other training packages

- includes three skill sets that have been developed under the Animal Incident Management project. Industry feedback indicated that participants are more likely to engage in targeted skill sets than to undertake full qualifications. The skill sets are applicable to a range of industry sectors and can be customised to meet the specific needs of workplaces that handle large animals of different species

- includes elective units that have been imported from multiple other Training Packages to enable learners to gain credit into other qualifications from these Training Packages

- includes qualification *Certificate III in Animal Technology* with a direct pathway to *Diploma of Animal Technology*

- includes a new skill set in Animal Technology addressing a growing need to build the skills of people contributing to Animal Ethics Committee (AEC) operations and research proposal approval processes

- includes new units of competency that can be used outside of the Animal Technology sector.

H. Evidence of completion

Skills Impact confirms that the proposed components of the *ACM Animal Care and Management Training Package Version 3,* have been completed according to the work assigned by the AISC in the Case for Change and the subsequent Activity Order.

The developed training package components are listed in **Appendix 1: Components for Endorsement**. Full copies of the listed training package components are provided with this Case for Endorsement.

Evidence that training package component(s) are prepared for publication.

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2012*.
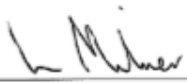
All components have been created to comply with the National Register requirements for publication. The **Mapping Information** provided in **Appendix 1: Components for endorsement** provide details of the changes to the training package components that are required to allow them to be published on the National Register.

I. IRC support

The ACM Animal Care and Management IRC supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the ACM Animal Care and Management IRC by its appointed Chair.

Name of Chair: Laurie Milner

Signature of Chair: *L Milner*

Date: 27/6/19

Appendix 1: Components for endorsement

a. List of qualification titles and codes

Code	Title
ACM30219	Certificate III in Animal Technology
ACM50119	Diploma of Animal Technology

b. List of unit titles and codes and associated assessment requirements

ACM Animal Care and Management Training Package Version 3.0 Units of competency	
Code	**Title**
ACMACR403	Identify and respond to animal behaviour
ACMACR405	Assist with the euthanasia of sick, injured or unwanted pound animals
ACMACR408	Coordinate seizure of animals
ACMAIM201	Contribute to safety at incidents involving large animals
ACMAIM202	Participate in an incident involving large animals
ACMAIM301	Use manual techniques to safely move large animals
ACMAIM302	Perform technical large animal rescues
ACMAIM303	Move large animals to new locations
ACMAIM304	Transport injured large animals
ACMAIM305	Carry out casualty and post-rescue management of animals
ACMAIM306	Lead a team responding to a large animal incident
ACMAIM401	Coordinate large animal movement and evacuation
ACMAIM402	Develop a large animal incident response plan for an organisation
ACMAIM403	Undertake complex operations at incidents involving large animals
ACMAIM404	Collaborate in planning sedation and anaesthesia of large animals in emergency field situations
ACMATE306	Follow containment and exclusion procedures in animal facilities
ACMATE307	Work within an animal technology facility
ACMATE401	Prepare for and monitor anaesthesia in animals
ACMATE402	Conduct euthanasia of research animals
ACMATE403	Conduct non-surgical procedures on animals
ACMATE404	Prepare for and assist with aseptic animal surgery
ACMATE501	Manage compliance in animal technology
ACMATE502	Manage and maintain the health of research animals
ACMATE504	Administer anaesthesia and perform surgery on animals for scientific purposes
ACMATE505	Carry out advanced breeding procedures
ACMATE506	Assist to collect and transfer embryos of mice
ACMATE508	Monitor and maintain containment and exclusion procedures in animal facilities
ACMATE509	Perform caesarean procedures on mice or rats
ACMATE510	Review and monitor research proposals for an Animal Ethics Committee
ACMATE511	Carry out post-mortem examination of a research animal
ACMEQU304	Apply horse identification techniques

ACM Animal Care and Management Training Package Version 3.0 Units of competency	
Code	Title
ACMEQU407	Educate horses in initial handling
ACMEQU408	Educate horses to be ridden
ACMEQU409	Educate horses to be driven
ACMEQU410	Educate pack horses
ACMHBR301	Transport horses
ACMMIC401	Implant microchip in cats and dogs
ACMPHR401	Interpret equine behaviour
ACMPHR403	Evaluate equine training methodologies

c. Skill sets (not for endorsement)

Code	Title
ACMSS00017	Animal Ethics Skill Set
ACMSS00018	Large Animal Incident Awareness Skill Set
ACMSS00019	Large Animal Incident Team Member Skill Set
ACMSS00020	Large Animal Incident Specialist Skill Set

d. Mapping information

Qualification mapping information

Mapping of qualifications between *ACM Animal Care and Management Training Package* Versions 2.0 and 3.0.			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
ACM30217 Certificate III in Animal Technology	ACM30219 Certificate III in Animal Technology	Changes to packaging rules and core units. ACMWHS201 changed to ACMWHS301 Imported unit codes updated	No equivalent qualification
ACM50117 Diploma of Animal Technology	ACM50119 Diploma of Animal Technology	Changes to core and elective units to better reflect activities, responsibilities and AQF level. Imported unit codes updated	No equivalent qualification

Units of competency mapping information

Mapping of units of competency between *ACM Animal Care and Management Training Package* Versions 2.0 and 3.0.			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
ACMACR403 Identify and respond to animal behaviour Release 1	ACMACR403 Identify and respond to animal behaviour Release 2	Minor changes to performance criteria and knowledge evidence for clarity.	Equivalent unit
ACMACR405 Assist with the euthanasia of sick, injured or unwanted pound animals Release 1	ACMACR405 Assist with the euthanasia of sick, injured or unwanted pound animals Release 2	Minor changes made to Application to allow for assisting veterinarians with euthanasia in the field.	Equivalent unit
ACMACR408 Coordinate seizure of animals Release 1	ACMACR408 Coordinate seizure of animals Release 2	Minor changes to Assessment Requirements to reduce duplication of performance criteria in performance evidence and clarify knowledge evidence.	Equivalent unit

Mapping of units of competency between *ACM Animal Care and Management Training Package* Versions 2.0 and 3.0.			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
ACMATE301 Work within an animal technology facility	ACMATE307 Work within an animal technology facility	Minor changes to performance criteria and knowledge evidence for clarity. New element 4 on euthanasia; revised element 5 to address mental health issues. Revised performance evidence to reduce duplication with performance criteria	No equivalent unit
ACMATE302 Carry out institution containment and exclusion procedures	ACMATE306 Follow containment and exclusion procedures in animal facilities	Code and title changed. Changes throughout unit for clarity and to reflect level of tasks and responsibility. Element 5 removed	Equivalent unit
ACMATE302 Carry out institution containment and exclusion procedures	ACMATE508 Monitor and maintain containment and exclusion procedures in animal facilities	Code and title changed. Changes throughout unit for clarity and to reflect higher level of tasks and responsibility. Revised performance evidence to reduce duplication with performance criteria	No equivalent unit
ACMATE303 Prepare for and monitor anaesthesia in animals	ACMATE401 Prepare for and monitor anaesthesia in animals	Code changed to reflect indicative AQF level. Minor changes to performance criteria and knowledge evidence for clarity. Revised performance evidence to reduce duplication with performance criteria	Equivalent unit
ACMATE304 Conduct non-surgical procedures on animals	ACMATE403 Conduct non-surgical procedures on animals	Code changes to reflect level of tasks and responsibilities. Minor changes to performance criteria and knowledge evidence for clarity. New PC 1.5 & 2.2 and merged PC 4.3 & 4.4. Revised performance evidence to reduce	Equivalent unit

Mapping of units of competency between			
ACM Animal Care and Management Training Package Versions 2.0 and 3.0.			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
		duplication with performance criteria	
ACMATE305 Conduct euthanasia of research animals	ACMATE402 Conduct euthanasia of research animals	Unit recoded to better reflect level of activity and responsibility. Minor changes to performance criteria and knowledge evidence for clarity and use of correct terminology. PC 1.6 removed. Revised performance evidence to reduce duplication with performance criteria	Equivalent unit
ACMATE501 Manage compliance in animal technology Release 1	ACMATE501 Manage compliance in animal technology Release 2	Changes to performance criteria and reordering of two elements for clarity. Revised performance evidence to reduce duplication with performance criteria	Equivalent unit
ACMATE502 Manage and maintain the health of research animals Release 1	ACMATE502 Manage and maintain the health of research animals Release 2	Minor changes to performance criteria and assessment requirements for clarity	Equivalent unit
ACMATE503 Carry out post-mortem examination of a research animal	ACMATE511 Carry out post-mortem examination of a research animal	New element added. Minor changes to performance criteria and knowledge evidence for clarity. Revised performance evidence to reduce duplication with performance criteria	Equivalent unit
ACMATE504 Administer anaesthesia and perform surgery on animals for scientific purposes Release 1	ACMATE504 Administer anaesthesia and perform surgery on animals for scientific purposes Release 2	Minor changes to performance criteria and knowledge evidence for clarity. Revised performance evidence to reduce duplication with performance criteria	Equivalent unit

Mapping of units of competency between _ACM Animal Care and Management Training Package_ **Versions 2.0 and 3.0.**			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
ACMATE505 Carry out advanced breeding procedures Release 1	ACMATE505 Carry out advanced breeding procedures Release 2	Minor changes to performance criteria and knowledge evidence for clarity Revised performance evidence to reduce duplication with performance criteria	Equivalent unit
ACMATE506 Assist to collect and transfer embryos of mice Release 1	ACMATE506 Assist to collect and transfer embryos of mice Release 2	Minor changes to performance criteria, foundation skills and knowledge evidence for clarity	Equivalent unit
ACMATE507 Manage the parturition of transgenic mice or rats	ACMATE509 Perform caesarean procedures on mice or rats	Title of unit changed to reflect intent of unit. New unit code. Minor changes to performance criteria for clarity. Element 2 on natural births removed	Equivalent unit
ACMHBR301 Transport horses Release 1	ACMHBR301 Transport horses Release 2	Minor changes to performance criteria to strengthen animal welfare and safety Minor changes to Assessment requirements	Equivalent unit
ACMMIC401 Implant microchip in cats and dogs Release 1	ACMMIC401 Implant microchip in cats and dogs Release 2	Minor changes to performance criteria for clarity. PC1.5 deleted. Volume and frequency in performance evidence increased	Equivalent unit
ACMPHR401 Interpret equine behaviour Release 1	ACMPHR401 Interpret equine behaviour Release 2	Minor changes for clarity and consistency of language Element 3 split into two to strengthen animal welfare	Equivalent unit
ACMPHR403 Evaluate equine training methodologies Release 1	ACMPHR403 Evaluate equine training methodologies Release 2	Minor changes for clarity and consistency of language	Equivalent unit
Not applicable	ACMAIM201 Contribute to safety at incidents involving large animals	New unit	No equivalent unit

Mapping of units of competency between ***ACM Animal Care and Management Training Package* Versions 2.0 and 3.0.**			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
Not applicable	ACMAIM202 Participate in an incident involving large animals	New unit	No equivalent unit
Not applicable	ACMAIM301 Use manual techniques to safely move large animals	New unit	No equivalent unit
Not applicable	ACMAIM302 Perform technical large animal rescue	New unit	No equivalent unit
Not applicable	ACMAIM303 Move large animals to new locations	New unit	No equivalent unit
Not applicable	ACMAIM304 Transport injured large animals	New unit	No equivalent unit
Not applicable	ACMAIM305 Carry out casualty and post-rescue management of animals	New unit	No equivalent unit
Not applicable	ACMAIM306 Lead a team responding to a large animal incident	New unit	No equivalent unit
Not applicable	ACMAIM401 Coordinate large animal movement and evacuation	New unit	No equivalent unit
Not applicable	ACMAIM402 Develop a large animal incident response plan for an organisation	New unit	No equivalent unit
Not applicable	ACMAIM403 Undertake complex operations in incidents involving large animals	New unit	No equivalent unit
Not applicable	ACMAIM404 Collaborate in planning sedation and anaesthesia of large animals in emergency field situation	New unit	No equivalent unit
Not applicable	ACMATE404 Prepare for and assist with aseptic animal surgery	New unit	No equivalent unit
Not applicable	ACMATE510 Review and monitor research	New unit	No equivalent unit

Mapping of units of competency between *ACM Animal Care and Management Training Package* Versions 2.0 and 3.0.			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
	proposals for an Animal Ethics Committee		
Not applicable	ACMEQU304 Apply horse identification techniques	New unit	No equivalent unit
Not applicable	ACMEQU407 Educate horses in initial handling	New unit	No equivalent unit
Not applicable	ACMEQU408 Educate horses to be ridden	New unit	No equivalent unit
Not applicable	ACMEQU409 Educate horses to be driven	New unit	No equivalent unit
Not applicable	ACMEQU410 Educate pack horses	New unit	No equivalent unit

Skill sets mapping information (not for endorsement)

Mapping of skill sets between *ACM Animal Care and Management Training Package* Versions 2.0 and 3.0.			
ACM Animal Care and Management Version 2.0	**ACM Animal Care and Management Version 3.0**	**Comments**	**Equivalence statement**
Not applicable	ACMSS00017 Animal Ethics Skill Set	New skill set	No equivalent skill set
Not applicable	ACMSS00018 Large Animal Incident Awareness Skill Set	New skill set	No equivalent skill set
Not applicable	ACMSS00019 Large Animal Incident Team Member Skill Set	New skill set	No equivalent skill set
Not applicable	ACMSS00020 Large Animal Incident Specialist Skill Set	New skill set	No equivalent skill set

e. Credit arrangements

Credit arrangements for ACM, Animal Care and Management Training Package Version 3.0		
Qualification Code	**Qualification Title**	**Credit Arrangement Details**
ACM30219	Certificate III in Animal Technology	At the time of endorsement of this training package, no national credit arrangements exist.
ACM30317	Certificate III in Captive Animals	At the time of endorsement of this training package, no national credit arrangements exist.
ACM40117	Certificate IV in Animal Control and Regulation	At the time of endorsement of this Training Package no national credit arrangements exist
ACM50119	Diploma of Animal Technology	At the time of endorsement of this training package, no national credit arrangements exist.

Appendix 2: Industry support

During development of the training package products, the following communication strategies were used for consultation with stakeholders across each of the projects:

- A project page was set up on the Skills Impact website at the start of each the projects, containing information about the project together with progress updates. Project pages remained on the website throughout the duration of the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

    o Animal Incident Management project page: https://www.skillsimpact.com.au/animal-care/training-package-projects/animal-incident-management-project/

    o Horse Education project page: https://www.skillsimpact.com.au/animal-care/training-package-projects/horse-education-project/

    o Animal Technology project page: https://www.skillsimpact.com.au/animal-care/training-package-projects/animal-technology-project/.

- Emails and newsletters were sent to state and territory training authorities (STAs/TTAs), VET regulators, industry training advisory bodies (ITABs), Skills Councils (SCs), Skills Advisory Councils (SACs) and other stakeholders to keep them informed of the project's progress.

- Draft materials were hosted on the Skills Impact website for a four-week period. Final drafts were hosted for an additional two-week period for validation of final drafts. Stakeholders provided feedback via the Skills Impact Feedback Hub, online questionnaires/surveys, emails or telephone calls, or during consultation workshops.

- Face-to-face validation meetings were held with key industry stakeholders from different locations and sectors within the industry to provide sign-off on the final draft materials.

Industry support for Animal Incident Management

Subject Matter Experts

Name	Organisation
Anthony Hatch	New South Wales Fire and Rescue
Belinda Bailey	Eventing New South Wales & Primary Producer Horses and Cattle
Ben Birbeck	South Australia State Emergency Service
Diane Bennit	Western Australia Horse Council
Julie Fiedler	Horse South Australia
Maryanne Leighton	Large Animal Rescue education
Rodney Stebbing	Emtrain Fire and Community Safety Pty Ltd

Summary of consultative activities

Fifty-one stakeholders attended the consultation workshops in person and via webinar. Consultation workshops were held in the following locations.

Consultation workshop participants

Workshop	Participants	State
Tasmania Consultation Workshop 5 February 2019 1pm-3pm 2 attendees	Debbie Grull – Department of Primary Industries, Water and Environment Andrew Bailey – Tasmanian Institute of Agriculture	TAS

Workshop	Participants	State
Darwin Consultation Workshop 7 February 2019 1pm-3pm 8 attendees	Debbie Thiel – Pony Club Australia, National Coaching and Pony Club Northern Territory Nalani Sawyer – Darwin Wildlife Sanctuary Mandy Hall – Darwin Wildlife Sanctuary Hamish Brett – Victoria Rural Vet Service Jessica Arnold – Northern Territory Government Melanie Brenton – Darwin Horse and Pony Club Neda Aleksic – Industry Skills Advisory Council Northern Territory Pauline Halse – Industry Skills Advisory Council Northern Territory	NT
Brisbane Consultation Workshop 12 February 2019 1pm-3pm 0 attendees	4 registrations with no attendees	QLD
Canberra Consultation Workshop 14 February 2019 1pm-3pm 4 attendees	Steven Roberts - Self-employed Veterinarian Nicola Cooke - Individual Tim Mather -Self-employed Veterinarian Jillian Atkinson - TAFE New South Wales	ACT
Perth Consultation Workshop 19 February 2019 1pm-3pm 4 attendees	Erica Honey - Individual Diane Bennit – Western Australia Horse Council Paul Etheredge - Food Fibre and Timber Industries Frances Parnell - Department of Training and Workforce Development	WA
Adelaide Consultation Workshop 21 February 2019 1pm-3pm 2 attendees	Ben Birbeck - South Australia State Emergency Service Lisel O'Dwyer - Individual	SA
Sydney Consultation Workshop 27 February 2019 1pm-3pm 4 attendees	Anthony Hatch - New South Wales Fire and Rescue David King - New South Wales Fire and Rescue Nicola Cooke – Individual Melissa Wortman – AgriFoods	NSW
Melbourne Consultation Workshop 4 March 2019 1pm-3pm 12 attendees	Anne Wiltshire – School of Food, Plant and Animal Industries Melbourne Polytechnic Josh Slater – University of Melbourne Tim Michau – TAG Consulting Brodie Harrison – Box Hill Institute Julie Fiedler – Horse South Australia Eric Bast – Macclesfield Fire Brigade Rod Stebbing – Emtrain Fire and Community Safety Pty Ltd Sue Leslie – Arthurs Creek Country Fire Authority Nicholas Juniper – Food and Primary Skills Victoria Lisal O'Brien – Arthurs Creek Country Fire Authority Name withheld – Australian Horse Industry Council Warren Rees – Arthurs Creek Large Animal Rescue	VIC

Consultation webinar participants

Consultation Webinar	Participants	State
Consultation Workshop held by webinar 6 February 2019 1pm-3pm 6 attendees	Christine Sercombe – TAFE New South Wales Anthony Hatch – New South Wales Fire and Rescue Bonny Cumming – Animal Management in Rural and Remote Indigenous Communities Beth Hinz – Individual Fiona Plunkett - Agriculture and Rural Operations team Kayla Kurnof – Agriculture and Rural Operations team	National

Validation workshop participants

Validation Workshop	Participants	State
Melbourne Validation Workshop 16 April 2019 10am-4pm 9 attendees	Ben Birbeck – South Australia State Emergency Service Rodney Stebbing – Emtrain Fire and Community Safety Pty Ltd Erica Honey – Individual Josh Slater – University of Melbourne Anthony Hatch – New South Wales Fire and Rescue Maryanne Leighton – Large Animal Rescue Education David King – New South Wales Fire and Rescue Julie Fiedler – Horse South Australia Christine Sercombe – TAFE New South Wales	WA, SA, NSW, QLD, VIC

Other face-to-face consultation activities

In addition to regular email and telephone contact with relevant stakeholders and SMEs, the following face-to-face consultation activities have taken place as part of this project.

Activity	Details
Face-to-face meeting 15 November 2018	• Sue Leslie – Arthurs Creek Country Fire Authority (CFA) We met Bruce the life size horse mannequin. Used extensively for on-site training at Arthurs creek every Friday for CFA staff from 9am to 11am.
Face-to-face meeting 11 February 2019	• Simon Johnson – Goldophin Top priority for Goldophin during an incident is biosecurity. They have separated their property with duplicate equipment so when there is an incident there is no cross contamination.
Face-to-face meeting 13 February 2019	• Diane Bennit – Talking Horses Western Australia Diane runs the WA horse Council where they offer training in large animal rescue through an international program. They were keen to be able to provide the training as accredited units.
Face-to-face meeting 28 February 2019	• Christine Smith – Agnes Banks Equine Hospital Christine works closely with State Emergency Service offering veterinarian services in large animal rescue. She is an expert in the field and often takes a vet nurse to a rescue site with her.

All stakeholders engaged in project

This list includes all stakeholders who attended workshops and/or meetings with Skills Impact, and those who provided feedback during consultation phases via email, telephone or survey. It also lists those who were unable to be directly involved in the project, but provided additional information regarding who could be involved, or forwarded project information on to colleagues and other relevant stakeholders. (*Note this list does not include those who were contacted to be involved, but who did not respond or engage*).

Name	Organisation
Andrew Bailey	Tasmanian Institute of Agriculture
Anne Wiltshire	School of Food, Plant and Animal Industries Melbourne Polytechnic
Anthony Hatch	New South Wales Fire and Rescue
Belinda Bailey	Eventing New South Wales & Primary Producer Horses and Cattle
Ben Birbeck	South Australia State Emergency Service
Beth Hinz	Individual
Bonny Cumming	Animal Management in Rural and Remote Indigenous Communities
Brodie Harrison	Box Hill Institute
Christine Sercombe	TAFE New South Wales
Christine Smith	Agnes Banks equine hospital
David King	New South Wales Fire and Rescue
Debbie Thiel	Pony Club Australia, National Coaching and Pony Club Northern Territory
Debra Grull	Department of Primary Industries, Water and Environment
Diane Bennit	Western Australia Horse Council
Dr Josh Slater	University of Melbourne
Eric Bast	Macclesfield Fire Brigade
Erica Honey	Individual
Fiona Plunkett	Agriculture and Rural Operations team
Frances Parnell	Department of Training and Workforce Development
Hamish Brett	Victoria Rural Vet Service
Jason Males	Department of Agriculture and Water Resources
Jennifer Webster	Australian Industry Standards (AIS)
Jessica Arnold	Department of Primary Industry and Resources
Jillian Atkinson	TAFE New South Walws
Josh Slater	University of Melbourne
Julie Fiedler	Horse South Australia
Kay Gerard	Food, Fibre & Timber Industries Training Council (WA)
Kayla Kurnof	Agriculture and Rural Operations team

Name	Organisation
Lisal O'Brien	Arthurs Creek Country Fire Authority
Lisel O'Dwyer	Individual
Mandy Hall	Darwin Wildlife Sanctuary
MaryAnne Leighton	Large Animal Rescue education
Melanie Brenton	Darwin Horse and Pony Club
Melissa Wortman	AgriFoods
Name withheld	Australian Horse Industry Council
Nalani Sawyer	Darwin Wildlife Sanctuary
Neda Aleksic	Industry Skills Advisory Council, Northern Territory
Nicola Cooke	Individual
Nicholas Juniper	Food and Primary Skills Victoria
Paul Etheredge	Food Fibre and Timber Industries Training Council (WA)
Pauline Halse	Industry Skills Advisory Council, Northern Territory
Rodney Stebbing	Emtrain Fire and Community Safety Pty Ltd
Sandra Vodic	Joblink Plus RTO
Steven Glassey	Animal Disaster Management Expert
Steven Roberts	Self-employed Veterinarian
Sue Leslie	Arthurs Creek Country Fire Authority
Tim Mather	Self-employed Veterinarian
Tim Michau	TAG Consulting
Tom Lyon	Trainer and Assessor
Tracey Taylor	Skills Tasmania
Warren Rees	Arthurs Creek Large Animal Rescue

Animal Incident Management – letters of support

EMTRAIN
FIRE AND COMMUNITY SAFETY PTY LTD

PO Box 8 Monbulk VIC 3793
Email: contact@emtrain.com.au

ABN: 21 156 250 421
ACN: 156 250 421

30 April 2019

Lucinda O'Brien
Industry Skills Standards Specialist
Skills Impact
559A Queensberry Street
PO Box 466
North Melbourne VIC 3051

Dear Lucinda

Further to our phone conversation we wish to congratulate and record our thanks to you and your team at Skills Impact on completion of the next stage of the Animal Incident Management Project.

Emtrain was pleased to be provided the opportunity to participate in the consultation and validation stages of this important national project. The process has not been without its challenges but we have been deeply impressed by the open, skilful and friendly manner of your staff and project team in being able to consider all sides of what is an area of vocational need that has long needed filling. The clients we have represented in the process are very happy with the outcomes of the validation process and feel they have had good input into the finished unit drafts.

Congratulations to you as project leader and once again thank you for the opportunity to participate.

Yours sincerely

Rod Stebbing
Principal Consultant
Ph: 0417 362 255
rod@emtrain.com.au

TRAINING   CONSULTING   DESIGN

10 May 2019

Lucinda O'Brien

Industry Skills Standards Specialist

Skills Impact

PO Box 466 North Melbourne VIC 3051

Dear Lucinda,

TAFE NSW is a leading provider of Vocational Education Training in Australia, with industry qualified and experienced staff that bring up-to-date, real-world skills directly to the classroom. With over 130 locations across NSW, TAFE NSW is in the ideal position to deliver current and relevant vocational training to industry.

The ability to engage with Skills Impact to develop consistent skills standards and qualifications is essential for TAFE NSW to ensure we are delivering industry relevant training.

TAFE NSW Agribusiness SkillsPoint has recently been established as a single point of contact for industry and training agencies and has been recently involved in the validation stage of the Skills Impact Animal Incident Management Project and the Horse Education Project.

We also participated in the consultation workshops for the Racing and Breeding Projects: Retraining Horses and Greyhounds to New Environments, Greyhound Health Assistance Services and Horse Breeding Skills.

We appreciate the invitation from Skills Impact to collaborate with industry professionals and subject matter experts during these workshops and projects. The recent validation projects were extremely well organized, collaboration was encouraged, and the Skills Impact project teams were very knowledgeable and engaged in the process.

TAFE NSW has also had the opportunity to engage with a number of the Skills Impact Industry Engagement Managers. Kate Vanson recently visited our Agribusiness SkillsPoint in Griffith, NSW and engaged with staff about the proposed restructuring of the projects in the AHC Training Package.

Michelle Ingley-Smith and Diana McNaughton have also been working closely with our TAFE NSW Industry Relationship Lead. Providing feedback to TAFE NSW regarding the structure of some of our qualifications has allowed us to minimise the disruption to employers and employees in superseded courses.

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TAFE NSW SkillsPoint staff have also recently participated in consultation on the units in the Viticulture project and with Julie Stratford as part of the Seafood Industry Project.

The opportunity to work closely with Skills Impact on such projects ensures TAFE NSW is aligning the delivery of industry relevant training, with Skills Impact forecasts and proposed schedules of work.

The TAFE NSW Agribusiness SkillsPoint values our developing relationship with Skills Impact, and look forward to working together in the future to support the development of qualifications and training materials that meet the needs of our industry.

Yours sincerely,

Mark Grove

Mark Grove

Head of SkillsPoint - Agribusiness

Industry support for Animal Technology

Subject Matter Experts Working Group

Name	Organisation	State
Brent Fullerton	Peter MacCallum Cancer Centre	VIC
Caitlin Murray	University of Western Australia	WA
Katie Rutherford	TAFE VIC	VIC
Paul Porter	TAFE SA	SA
Rebekah Scotney	University of Queensland	QLD
Suzanne Fowler	Australian National University	ACT

Summary of consultative activities

Forty-one stakeholders attended the consultation workshops in person and via webinar. Consultation workshops were held in the following locations:

ANZLAA Participants

Meeting	Participants	State
Melbourne ANZLAA Annual Conference 13 September 2018 11:30 – 1:30pm 9 attendees	Paula Porter – TAFE SA Tim Mather – Veterinary Advisory Services (IRC) Natalie Littlejohn – Centenary Institute Anick Standley – Children's Cancer Institute Cassandra Stuart – Centenary Institute Suzie Fowler – ANU Veronika Tatarinoff – University of Sydney Greg Gordon – TAFE VIC Katie Rutherford – TAFE VIC	SA ACT NSW NSW NSW ACT NSW VIC VIC

Animal technology workshop participants

Workshop	Participants	State
Hobart Consultation Workshop 04 February 2019 1:00 – 3:00pm 5 attendees	Paul Scowen – University of Tasmania Peta Laurie – University of Tasmania Keri Smith – University of Tasmania Dani Eastley – University of Tasmania Ellen Bennett – University of Tasmania	TAS
Brisbane Consultation Workshop 11 February 2019 1:00 – 3:00pm 7 attendees	Kevin Wathen-Dunn – University of Queensland Katrina Geary – University of Queensland Rona Barugahare – University of Queensland David McNeilly – Queensland Institute of Medical Research, Berghofer Suzanne Cassidy – Queensland Institute of Medical Research, Berghofer Jonathan Mauclair – Queensland Institute of Medical Research, Berghofer Hamish McMath – Griffith University	QLD

Canberra Consultation Workshop 13 February 2019 1:00 – 3:00pm 1 attendee	Tim Mather – Veterinary Advisory Services and IRC member	ACT
Perth Consultation Workshop 18 February 2019 1:00 – 3:00pm 6 attendees	Beng Hooi Chua – Curtin University Deirdre Bourke – University of Western Australia Simone Ross – Perkins Institute Frances Parnell – DTWD Libby Kinna – ASA/CCI Paul Etheredge – FFTITC	WA
Adelaide Consultation Workshop 20 February 2019 1:00 – 3:00pm 3 attendees	Paula Porter – TAFE SA Jo Powell – TAFE SA Tiffany Boehm – University of Adelaide	SA
Melbourne Consultation Workshop 25 February 2019 10:00 – 12:00noon 7 attendees	Brent Fullerton – Peter MacCallum Mathew Salzone – Florey Institute Debra Ramsey – Baker Institute Qerime Mundrea – Peter MacCallum Tim Michau – TAG Consulting Arbor Lynda Green – AATIS Jennifer Davis – LaTrobe University	VIC
Sydney Consultation Workshop 26 February 2019 1:30 – 3:30pm 3 attendees	Nicole Clarke – University of Sydney Linda Skauge – Australian Veterinary Association Fiona Ryan – University of Technology Sydney	NSW

Consultation Webinar participants

Consultation Webinar	Participants	State
25 February 2019 1:00 – 3:00pm 8 attendees	Anne Wiltshire – Melbourne Polytechnic	VIC
	Jennifer Buttress – Melbourne Polytechnic	VIC
	Julie Merryfull – WEHI	VIC
	Tom Lyons – RTO rural & regional	NSW
	Kim Hewitt – Kids Research, Health NSW	NSW
	Christine Sercombe – TAFE NSW	NSW
	Susan Turner – Davis Yass Pets	NSW
	Neda Aleksic – ISAC NT	NT

Validation Workshop participants

Validation Workshop	Participants	State
10 April 2019 10:00 – 4:00pm 10 attendees	Suzanne Cassidy – QIMR Berghofer Medical Research	QLD
	Jennifer Buttress – Melbourne Polytechnic	VIC
	Tim Mather – Industry Reference Committee	ACT
	Nicole Clarke – University of Sydney, NSW	NSW

	Veronika Tatarinoff – University of Sydney, NSW	NSW
	Paul Porter – TAFE SA	SA
	Brent Fullerton – Peter McCallum Cancer Centre	VIC
	Katie Rutherford – TAFE VIC	VIC
	Caitlin Murray – Harry Perkins Institute of Medical Research	WA
	Suzie Fowler – Australian National University	ACT

*Please note: There were no representatives from the Northern Territory or Tasmania at the Animal Technology Validation Workshop. There is no delivery in NT or TAS. A Broad Stakeholder Consultation workshop was held and was well attended in Hobart. A representative from the Northern Territory, ISAC NT, participated in the Webinar.

Other face-to-face consultation activities

In addition to regular email and telephone contact with relevant stakeholders and SMEs, the following face-to-face consultation activities have taken place as part of this project.

Activity	Details
Face-to-face meeting 14 January 2019	Meeting at Melbourne Polytechnic, VIC to discuss project and progress to date. In attendance: Louise O'Gorman – Melbourne Polytechnic Jennifer Buttress – Melbourne Polytechnic
Face to Face Meetings 24 September 2019 & 4 March 2019	Meeting at Vic TAFE building, Melbourne Brenton Fullerton – Peter McCallum Cancer Centre Katie Rutherford – TAFE Box Hill
Teleconference 26 November 2019	Brenton Fullerton – Peter McCallum Cancer Centre Katie Rutherford – TAFE Box Hill

All stakeholders engaged in project

This list includes all stakeholders who attended workshops and/or meetings with Skills Impact, and those who provided feedback during consultation phases via email, telephone or survey. It also lists those who were unable to be directly involved in the project, but provided additional information regarding who would be involved, or forwarded project information on to colleagues and other relevant stakeholders. (N*ote this list does not include those who were contacted to be involved, but who did not respond or engage*).

Name	Organisation	State
Adam Farrugia	RSPCA	NSW
Alyssa Calder	Otago Uni NZ	NZ
Andrea McFarland	Garvan Institute	NSW
Anick Standley	Children's Cancer Institute, NSW	NSW
Animal Ethics department	Macquarie University	NSW
Animal Ethics department	Sydney University	NSW
Animal Ethics department	University of NSW	NSW
Anne Wiltshire (CMM)	Melbourne Polytechnic	VIC
Anthony Kent	Department of Defence	QLD
Anthony Rowe	CSIRO	VIC
Beng Hooi Chua	Curtin University	WA
Bonny Cumming	AMRRIC	NT
Brent Fullerton	Peter MacCallum Cancer Centre	VIC
Caitlin Murray	University of Western Australia	WA
Carol van Puyenbroek	St Vincents Hospital	VIC
Cassandra Stuart	Centenary Institute, NSW	NSW
Chris Burrows	University of Sydney	NSW
Christine Sercombe	TAFE NSW	NSW
Dani Eastley	University of Tasmania	TAS
Daniel Johns	Sahmri	SA
David McNeilly	QIMR Berghofer	QLD
Deborah Hopwood	Telethon Kids Institute	WA
Debra Ramsey	PAC	VIC

Name	Organisation	State
Deirdre Bourke	University of WA	WA
Dr Sandra Baxendell	Brisbane College	QLD
Dr. Gabrielle Musk	University of Western Australia	WA
Dr. Geoff Dandie	University of Adelaide	SA
Dr. Michael Edstein	Department of Defence	QLD
Dr. Ronny Eidels	Macquarie University	NSW
Dr. Susan Maastricht	Box Hill TAFE	VIC
Ele Hunt	Monash Animal Research Platform	VIC
Ellen Bennett	University of Tasmania	TAS
Ethics department	NHMRC	NT
Fiona Ryan	University of Technology, Sydney	NSW
Frances Parnell	DTWD	WA
Greg Gordon	Box Hill TAFE	VIC
Hamish McMath	Griffith Uni	QLD
Hayley Malouf	Sahmri	SA
Heather Howard	University of Tasmania	TAS
Jacinta Carter	Peter MacCallum Cancer Centre	VIC
Jane Dunnett	University of Tasmania	TAS
Janet Murray	VNCA	National
Jennifer Buttress	Melbourne Polytechnic	VIC
Jenny Davis	LaTrobe University	VIC
Jo Powell	TAFE SA	SA
Jodi Salinsky	University of Auckland	NZ
Jonathan Mauclair	QIMR Berghofer	QLD
Julia Crawford	AVA	NSW
Julie Merryfull	Walter and Eliza Hall Institute of medical research	VIC
Karin Van Breda	Department of Defence	QLD
Katie Rutherford	Box Hill Institute	VIC
Katrina Geary	UQ Biological Resources	QLD
Ken Chau	ACT Government	ACT
Keri Smith	University of Tasmania	TAS
Kevin Wathen-Dunn	University of Queensland	QLD
Kim Hewitt	Health NSW	NSW
Kriza-May (Tina) Borovina	ASTS	VIC
Libby Kinna	ASA/CCI WA	WA
Linda Skauge	Australian Veterinary Association	NSW
Lisa Harding	University of Tasmania	TAS
Louise O'Gorman	Melbourne Polytechnic	VIC
Lynda Green	AATIS	VIC
Madison Helm	Sahmri	SA
Mathew Salzone	The Florey Institute of Neuroscience and Mental Health, Melbourne	VIC
Michelle McMurtrie	Monash Animal Research Platform	VIC
Mikala Welsh	Health NSW	NSW
Natalie Littlejohn	Centenary Institute	NSW
Neda Aleksic	Industry Skills Advisory Council, NT	NT
Nicole Clarke	University of Sydney	NSW

Name	Organisation	State
Paul Scowen	University of Tasmania	TAS
Paul Etheredge	FFTITC	WA
Paula Porter	TAFE	SA
Peta Lawrie	University of Tasmania	TAS
Qerime Mundrea	Peter MacCallum Cancer Centre	VIC
Rachel Borg	Monash Animal Research Platform	VIC
Rebbecca Wilcox	RMIT	VIC
Rebekah Scotney	University of Queensland	QLD
Renee Lanham	University of Queensland	QLD
Rianna Fitzgerald	Sahmri	SA
Rona Barugahare	UQ Biological Resources	QLD
Sabrina Darke	University of Auckland	NZ
Shane Roulstone	AWU	VIC/National
Shari Cohen	Central Highlands Veterinary Group	NSW
Sharyn Zrna	CSIRO	VIC
Shermaine Yap	Iacyyhs Singapore	SG
Simone Ross	University of Western Australia	WA
Simone Ross	University of Western Australia	WA
Susan Turner-Davis	Yass Pets	NSW
Suzanne Cassidy	QIMR Berghofer	QLD
Suzanne Fowler	ANU	ACT
Tanya Templeton	Monash Animal Research Platform	VIC
Tiffany Boehm	University of Adelaide	SA
Tim Mather	AISC/ACM-IRC	ACT
Tim Michau	TAG consulting Arbor	VIC
Tom Lyons	RTO	NSW
Union	NTEU	VIC/National
Veronika Tatarinoff	University of Sydney, NSW	NSW
Vicki Lundh	Department of Education and Training	QLD

Animal Technology – Letter of support

Government of
South Australia

tafeSA

Veterinary and Applied Science Centre
Telephone: 8207 1240
Facsimile: 8207 1199

6 May 2019

Dear Susie,

This letter is to support the changes made to the Animal Technology qualifications and units that are included in the Animal Care and Management Training Package.

I coordinate, teach and assess within the Diploma of Animal Technology at TAFESA. I am also an executive member and state representative for ANZLAA (Australia New Zealand Laboratory Animal Association) which is a non-profit organisation that strives to connect those in the animal biomedical research industry and promotes wellbeing for animals used for research and also for those who work in the industry.

I have been involved in the whole review process. I attended the initial consultation meeting and subsequent review and validation meetings. My position within the ANZLAA committee allowed me to reach out to over 300 members around Australia to encourage involvement with the review process to assure that only current and best practices are included in the qualification. The response from the industry was overwhelming with many people assisting in the review process, offering their knowledge in their areas of expertise.

It was very clear at the validation meeting, that the reviewed units have met the criteria for best and current practices. All subject matter experts were in agreeance that the revised qualifications will enhance the skills and knowledge of our workforce and therefore in the Australian Animal Technology industry.

TAFESA and ANZLAA support the changes that have been proposed and look forward to utilising these revised qualifications.

Yours sincerely

Paula Porter

Paula Porter
TAFESA, Lecturer/Coordinator
Diploma of Animal Technology

TAFE SA Gilles Plains Campus
t: +61 8 8207 1240   f: +61 8 8207 1279   w: www.tafesa.edu.au
Gilles Plains Campus: 33 Blacks Road GILLES PLAINS SA 5086
CRICOS Name: Department of Further Education, Employment, Science and Technology T/A TAFE South Australia
CRICOS Provider Code: 00092B

www.tafesa.edu.au

Industry support for Horse Education

Subject Matter Experts

Name	Organisation
Belinda Bailey	Eventing New South Wales & Primary Producer Horses and Cattle
Diane Bennit	Western Australia Horse Council
Julie Fiedler	Horse South Australia
Liz Hoffman	Australia College of Applied Animal Studies
Name withheld	Organisation name withheld
Ron Fleming	Racing and Wagering Western Australia

Summary of consultative activities

Thirty-three stakeholders attended the consultation workshops in person and via webinar. Consultation workshops were held in the following locations.

Horse Education workshop participants

Workshop	Participants	State
Tasmania Consultation Workshop 5 February 2019 10am-12pm 0 attendees	3 registrations with no attendees	TAS
Darwin Consultation Workshop 7 February 2019 10am-12pm 6 attendees	Debbie Thiel – Pony Club Australia, National Coaching and Pony Club Northern Territory Melanie Brenton – Darwin Horse and Pony Club Neda Aleksic – Industry Skills Advisory Council Northern Territory Alison Haines – Charles Darwin University Fiona Plunkett – Agriculture and Rural Operations team Anne Pedersen – Charles Darwin University	NT
Brisbane Consultation Workshop 12 February 2019 10am-12pm 0 attendees	5 registrations with no attendees	QLD
Canberra Consultation Workshop 14 February 2019 10am-12pm 3 attendees	Steven Roberts – Self-employed Veterinarian Tim Mather – Self-employed Veterinarian Jillian Atkinson – TAFE New South Wales	ACT
Perth Consultation Workshop 19 February 2019 10am-12pm 3 attendees	Dillon Harris – Lynward Park Stud Janice Calcei – Future Now Kay Gerard – Food Fibre and Timber Industries	WA
Adelaide Consultation Workshop 21 February 2019 10am-12pm	Geoffrey Pannell – Equestrian Australia Lisel O'Dwyer – Individual	SA

Workshop	Participants	State
2 attendees		
Sydney Consultation Workshop 27 February 2019 10am-12pm 4 attendees	Simon Kale – Individual Melissa Wortman – AgriFoods	NSW
Tamworth Consultation Workshop – cancelled 28 February 2019	Initially a consultation workshop in Tamworth was booked for 28 February 2019; however, due to conflict with a local event, and low numbers of registrations the decision was made to cancel this workshop. All registered attendees were contacted and attended via webinar instead. Please see webinar participants listed below.	NSW
Melbourne Consultation Workshop 4 March 2019 10am-12pm 6 attendees	Anne Wiltshire – School of Food, Plant and Animal Industries Melbourne Polytechnic Josh Slater – University of Melbourne Tim Michau – TAG Consulting Brodie Harrison – Box Hill Institute Julie Fiedler – Horse South Australia Name withheld – Australian Horse Industry Council	VIC

Consultation webinar participants

Consultation Webinar	Participants	State
Consultation Workshop held by webinar 13 February 2019 10am-12pm 3 attendees	Linda Molly – TAFE New South Wales Sandra Vodic – Joblink Plus RTO Frances Parnell – Department of Training and Workforce Development	National

Validation workshop participants

Validation Workshop	Participants	State
Adelaide Validation Workshop 3 April 2019 10am-4pm 6 attendees	Simon Kale – Individual Jillian Atkinson – TAFE New South Wales Sandra Vodic – Joblink Plus RTO Debbie Thiel – Pony Club Australia, National Coaching and Pony Club Northern Territory Ron Fleming – Racing and Wagering Western Australia Christine Sercombe – TAFE New South Wales	WA, NT, NSW

Other face-to-face consultation activities

In addition to regular email and telephone contact with relevant stakeholders and SMEs, the following face-to-face consultation activities have taken place as part of this project.

Activity	Details
Face-to-face meeting	• Sandra Vodic – Jobink Plus RTO

Activity	Details
28 February 2019	Met with Sandra to discuss equine units and future equine projects.

All stakeholders engaged in project

This list includes all stakeholders who attended workshops and/or meetings with Skills Impact, and those who provided feedback during consultation phases via email, telephone or survey. It also lists those who were unable to be directly involved in the project, but provided additional information regarding who would be involved, or forwarded project information on to colleagues and other relevant stakeholders. (N*ote this list does not include those who were contacted to be involved, but who did not respond or engage*).

Name	Organisation
Alison Haines	Charles Darwin University
Anne Pedersen	Charles Darwin University
Anne Wiltshire	School of Food, Plant and Animal Industries Melbourne Polytechnic
Belinda Bailey	Eventing New South Wales & Primary Producer Horses and Cattle
Brodie Harrison	Box Hill Institute
Christine Sercombe	TAFE New South Wales
Debbie Jones	Melbourne Polytechnic
Debbie Thiel	Pony Club Australia, National Coaching and Pony Club NT
Diane Bennit	Western Australia Horse Council
Dillon Harris	Lynward Park Stud
Fiona Plunkett	Agriculture and Rural Operations team
Frances Parnell	Department of Training and Workforce Development
Geoffrey Pannell	Equestrian Australia
Janice Calcei	Future Now
Jillian Atkinson	TAFE New South Wales
Jo Powell	TAFE South Australia
John Sunderland	Godolphin
Josh Slater	University of Melbourne
Julie Fiedler	Horse South Australia
Kay Gerard	Food, Fibre & Timber Industries Training Council (WA)
Laurie Milner	Charles Sturt University
Linda Molly	TAFE New South Wales
Lisa Coffey	South West TAFE
Lisel O'Dwyer	Individual
Liz Hoffman	Australia College of Applied Animal Studies
Melanie Brenton	Darwin Horse and Pony Club
Melissa Wortman	AgriFoods

Name	Organisation
Name withheld	Australian Horse Industry Council
Name withheld	Organisation name withheld
Neda Aleksic	Industry Skills Advisory Council Northern Territory
Nick Juniper	Food and Primary Skills Victoria
Nina Arnott	Horse Safety Australia Inc
Paul Etheredge	Food, Fibre & Timber Industries Training Council (WA)
Ron Fleming	Racing and Wagering Western Australia (RWWA)
Sandra Vodic	Joblink Plus RTO
Simon Kale	Individual
Simone Harvey	Tocal College
Simone Harvey	NSW Department of Primary Industries
Simone Tuten	Positive Pets
Steven Roberts	Self-employed Veterinarian
Tim Mather	Veterinary Advisory Services
Tim Michau	TAG Consulting
Tracey Taylor	Skills Tasmania

Appendix 3: Minor update

The Animal Care and Management IRC approved the following change as a minor update. This qualification is not submitted for endorsement but will be released as part of the *ACM Animal Care and Management Training Package Version 3.0.*

Qualification

ACM Animal Care and Management Training Package Version 3.0 Qualification	
Code	**Title**
ACM30317	Certificate III in Captive Animals
ACM40117	Certificate IV in Animal Control and Regulation

Qualification mapping

ACM Animal Care and Management Version 2.0	ACM Animal Care and Management Version 3.0	Comments	Equivalence statement
ACM30317 Certificate III in Captive Animals Release 1	ACM30317 Certificate III in Captive Animals Release 2	Updated elective unit ACMATE302 Carry out institution containment and exclusion procedures with ACMATE306 Carry out institution containment and exclusion procedures	Equivalent qualification
ACM40117 Certificate IV in Animal Control and Regulation Release 1	ACM40117 Certificate IV in Animal Control and Regulation Release 2	Addition of new electives to address large animal incidents	Equivalent qualification

Appendix 4: Quality assurance report

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	**ACM Animal Care and Management Training Package Version 3.0**
Number of new qualifications and their titles[1]	**0**
Number of revised qualifications and their titles	2 ACM30219 Certificate III in Animal Technology ACM50119 Diploma of Animal Technology
Number of new units of competency and their titles	19 Refer to Attachment 1 for details
Number of revised units of competency and their titles	20 Refer to Attachment 1 for details
Confirmation that the panel member is independent of: • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	I confirm that I, Maree Thorne, <u>am</u> independent of: • the Training Package or Training Package components review (YES) • development and/or validation activities associated with the Case for Endorsement (YES) • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (YES)
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	The Training Package components in the Case for Endorsement comprising two (revised) qualifications, 19 new and 20 revised units of competency and their associated assessment requirements as part of the *ACM Animal Care and Management Training Package V3.0* are compliant with the *Standards for Training Packages 2012*.
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	The Training Package components in the Case for Endorsement comprising two (revised) qualifications, 19 new and 20 revised units of competency and their associated assessment requirements as part of the *ACM Animal Care and Management Training Package V3.0* are compliant with the *Training Package Products Policy*.

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[1] When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	The Training Package components in the Case for Endorsement comprising two (revised) qualifications, 19 new and 20 revised units of competency and their associated assessment requirements as part of the *ACM Animal Care and Management Training Package V3.0* are compliant with the *Training Package Development and Endorsement Process Policy*
Panel member's view about whether: • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing	It is the panel member's view that evidence of the consultation and validation processes undertaken by the developer are fit for purpose and commensurate with the scope of the Case for Endorsement (CfE). The estimated impact of the proposed changes is sufficiently outlined in the CfE.
Name of panel member completing Quality Report	**Maree Thorne**
Date of completion of the Quality Report	**28 May 2019**

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)

Standard 1
 	
Training Packages consist of the following:
1. AISC endorsed components:
  • qualifications
  • units of competency
  • assessment requirements (associated with each unit of competency)
  • credit arrangements
2. One or more quality assured companion volumes
	Yes	The proposed components of the ACM Animal Care and Management Training Package Version 3.0 meet the requirements of Standard 1.
		
		The Training Package components in the Case for Endorsement (CfE) include:
		• two revised qualifications
		• 19 new and 20 revised units of competency, each with associated assessment requirements.
		
		The CfE specifies that no credit arrangements exist for the Animal Care and Management Training Package (ACM) qualifications at the time of development.
		
		The ACM Animal Care and Management Training Package V3.0 Companion Volume Implementation Guide (CVIG) in two parts (*Overview and Implementation* and *Component Details*) provides implementation advice and has been quality assured in this process.
		
		Two additional companion volumes provide additional implementation advice and guidance and have been quality assured in this process:
		
		• *User Guide: Animal Incident Management*
		• *User Guide: Safety in Equine Training*

| Standard 2

Training Package developers comply with the *Training Package Products Policy* | *Yes* | Skills Impact has complied with the requirements of the *Standards for Training Packages 2012* for the two revised qualifications, as well as the 19 new and 20 revised units of competency.

Supporting evidence includes:

• Compliance with coding and titling of qualifications and units of competency. Where units of competency have undergone review with changes to performance criteria, knowledge or performance evidence or assessment conditions, codes have been changed to reflect; minor changes to units have been reflected in Release versions.

• Neither revised qualification has an entry requirement. As noted in the editorial report and the CVIG, where units of competency prescribe prerequisites, these relate to working safely with horses or large animals and are clearly articulated, including chains of prerequisite information where applicable

• Horse education units specify need for considerable experience and skill interacting with horses, including riding and driving, with suitable units of competency to be unable to be identified as prerequisites. The Unit of competency application details these requirements with clarifying information in the CVIG as to industry expectations of interpretation

• The ACM Companion Volume Implementation Guide, Version 3.0 includes guidance to ensure that learners are not discriminated against and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to Disability Standards for Education, 2005.

• The Companion Volume outlines how Foundation Skills have been addressed in units of competency and emphasises that RTOs must consider them as part of the training and assessment for each unit.

• Pathway advice is included in the Companion Volume Implementation Guide (CVIG), as is clear information about qualification and unit mapping to inform users of changes to both equivalent and not equivalent qualifications and units.

• The availability of skill sets provides additional flexibility and pathway options for individuals and learners |

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		• The qualifications are clearly written with clear, achievable packaging rules, and a significant range of elective options to cover a broad range of outcomes.
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	*Yes*	The CfE provides detailed information about Skills Impact's development and endorsement processes of the draft components, including alignment to and compliance with ASIC's Activity Order, comprising three areas of project activity: • Horse education • Animal Incident Management • Animal Technology. The CfE outlines details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices and supports evidence of consultation undertaken throughout the development process with stakeholders, including the conduct of site visits, face to face engagement with peak industry bodies, Subject Matter Experts (SME) groups, face to face consultation workshops and webinars, as well as provision of access to draft materials on the website for the duration of the project to enable feedback opportunities. Summaries of feedback, responses and actions for all projects are available on the Skills Impact website and were examined in the quality assurance process to validate stakeholder agreement.
Standard 4 Units of competency specify the standards of performance required in the workplace	*Yes*	All units of competency have been reviewed to ensure they specify the standards of performance required in the workplace.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	This quality report confirms the Editorial report's comments that: The structure of all 39 units reviewed complies with the unit of competency template. No units have occupational licensing or certification requirements, but most units are impacted by legislation and/or local regulations - requirements [which] vary between industry sectors and state/territory jurisdictions. Prerequisite units are noted where appropriate, along with chains of prerequisites where required. Foundation skills are described in the appropriate field, utilising skills as described in the Australian Core Skills Framework and the Core Skills for Work framework. Skills highlighted are not explicit in the elements and performance criteria.'
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	*Yes*	All Assessment requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the appropriate template. Reference to frequency and volume (number of animals, occasions etc) of Performance Evidence is stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements. The assessment requirements cross-reference to the unit requirements.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	Yes	Comment in the Editorial report are confirmed in the quality assurance report that all units of competency have associated assessment requirements, the structure of which comply with the assessment requirements template. The performance evidence notes realistic volume and frequency of the tasks to be performed, all approved by stakeholders and the IRC. The assessment conditions are all unit specific.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	Yes	The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met with the wording: *Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.*
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	Yes	The structure of the information for the revised qualifications complies with the qualification template. Each qualification specifies a total number of core and elective units to achieve the qualification and packaging rules are clear, including enabling flexibility of importing units for varying contexts. As indicated in the Editorial Report '*Units with prerequisites are identified with an asterisk and details of prerequisites are noted in a separate table within the qualification*'.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Yes	The CfE and CVIG indicate that no national credit arrangements exist at this time for either of the proposed qualifications.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	Yes	The training package components in this submission are accompanied by the ACM Animal Care and Management Training Package Companion Volume Implementation Guide Version 3.0 (Parts 1 and 2). The ACM CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	Yes	The components are also supported by two additional companion volumes: • existing and revised *User Guide: Safety in Equine Training*, and • new *User Guide: Animal Incident Management*

Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	Yes	The CfE provides information about the extent of, and strategies for industry consultation and advice and the rationales for the changes that have occurred in the review. It speaks to emergent issues in the Animal Care and Management industry and in skill requirements including: • Safely participating in incidents involving large animals, to minimise risks of injury to people, improve welfare outcomes for the animals and minimise animal loss, as well as the ability to work in an incident team, knowing and using appropriate emergency and rescue service language • Ethical care and welfare of animals used in scientific research, as well as mental health issues of technicians • Improving safety aspects for horse educators and welfare of the young horses in the education process There is evidence in the CfE and proposed endorsed components that the SSO has addressed industry's requirements and has undertaken appropriate stakeholder consultation including consideration of the 2015 training package reforms, in the development and validation process for the endorsed components submitted.
Compliant and responds to government policy initiatives Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence: • ensure obsolete and superfluous qualifications	Yes	The endorsed components respond to the COAG Industry and Skills Council's (CISC) training package reforms, specifically: • foster greater recognition of skill sets • ensure that the training system better supports individuals to move easily from one related occupation to another The endorsed components will be supported by 4 new skill sets. • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors The proposed qualifications import units of competency from other training packages (MSL, BSB, PSP) to avoid sector specific duplication.

are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets		Stakeholder comments reviewed from the website indicated the desire to have an 'advanced animal welfare' unit. Imported units were identified which address the feedback for advanced skills in research and presentation of research findings. • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices The Animal Incident Management project identified that units would require the use of simulations and realistic scenarios where delivery and assessment in real incidents may be unsafe, impractical or unethical, with a *Companion Volume: User Guide for Animal Incident Management* developed to support delivery in this sector. As indicated in Standard 2 above, some horse education units specify a need for 'considerable experience and skill' interacting with horses, including riding and driving, with suitable units of competency to be unable to be identified as prerequisites. The Unit of competency application details these requirements with clarifying information in the CVIG as to industry expectations of the interpretation of 'considerable experience'. The *Companion Volume: User Guide: Safety in Equine Training* provides additional information to users of this training product.
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	The CfE outline of communication strategies and contributing personnel listed in the Appendices, supports evidence of consultation undertaken throughout the development process with a range (national) of stakeholders, including industry and subject matter experts (SME), training organisations and the Industry Reference Committee, to ensure proposed endorsed components reflect contemporary work organisation and job profiles. Animal welfare and safety of animals and people including the public, have been consistent foci for all components.

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support movement of skills within and across organisations and sectors	Yes	The draft Units of Competency and associated Assessment Requirements are written in a manner that allows adaptability and flexibility in relation to a range of industry variables. This enables the units to be contextualised to meet the various needs of a range of contexts. All qualifications include a proportionately significant number of elective options, including options to import units from other training packages, to enable movement within organisations, within each sector, and through inclusion of import units, to other sectors. Endorsed components will be supported by four new skill sets to provide entry and skill movements within and across the diversity of the animal care and management industry sectors.
Promote national and international portability	Yes	Proposed endorsed components and the accompanying companion volumes promote and reference national standards and codes of practice where applicable. Animal Technology units in particular cite the requirement for work practices to be undertaken in accordance with the Australian Code for the Care and Use of Animals for Scientific Purposes and organisational Animal Ethics Committees. A number of components also reference the international principles of the 3Rs framework (replacement, refinement and reduction) for the use of animals in research.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Reflect regulatory requirements and licensing	Yes	The Editorial report comments that whilst 'no units have occupational licensing or certification requirements, [] most units are impacted by legislation and/or local regulations - requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.' p. 35 of the CVIG specifies that 'RTOs must make sure that delivery of health and safety content is contextualised to comply with the relevant legislation in the state/territory in which they are training'. The CVIG also specifies that imported units with licencing or regulatory requirements must be delivered and assessed according to the requirements of the parent training package.

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Reflect national consensus	Yes	The CfE evidences a national consultation process providing stakeholders with opportunities to participate via a number of communication channels (SME, email and online, direct engagement via site visits, etc) to capture feedback on the endorsed components throughout the duration of the review. Reference is made in the CfE to components being published for additional periods of validation to confirm changes made. The CfE Appendix 2 reflects a range of respondent stakeholders including national industry participants, state training authorities, industry /content expert and training practitioners.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Recognise convergence and connectivity of skills	Yes	Units listed in the qualifications include imported units from other nationally endorsed training packages. As noted in Quality Principle 1 above feedback from stakeholder for an advanced animal welfare unit were addressed through the identification and inclusion in elective bank of existing PSP and BSB units of competency.

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	Yes	The Equity Report comments that 'All qualifications include elective choices, and options to choose two units from any other training package or accredited course, suitable to vocational requirements and context – this ensures that each qualification can be packaged to suit different contexts and a range of employer and individual needs'. The assessment requirements of most of the units (except four animal technology units which are required to be undertaken in a laboratory or workplace) specify that assessment must take place in a workplace, or in a setting that accurately reflects a real workplace. This allows for assessment to occur in a range of different contexts including a simulated environment if required. Where the performance evidence of units covers tasks or content that could potentially be unsafe, impractical or unethical, the assessment conditions allow for assessment to occur using simulations or scenarios (for example for incidents with large animals) and where it would be unethical to euthanase animals unnecessarily.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support equitable access and progression of learners	Yes	Neither proposed qualification prescribes entry requirements, and four new skill sets allow for different entry and exist points. The CfE acknowledges that whilst prerequisites could create potential barriers, they were considered important in addressing safety concerns: *Due consideration was given to the benefits and disadvantages of prerequisites in determining the specific requirements for the units. It was concluded that particular units required prerequisites to strengthen safety and awareness.* Whilst prerequisites were not specified in the new ACMEQU units, stakeholders agreed with the critical importance of strengthening animal welfare and safety by the inclusion of a requirement in relevant horse education units that: *The unit applies to individuals with previous and considerable horse handling experience and sound skills and knowledge of horse behaviour and learning theory*

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	Yes	Evidence demonstrating pathways and transition between education sectors is detailed in the Equity Report, including: • qualification range from Certificate III to Diploma • pathways outlined in the *ACM Animal Care and Management Training Package CVIG V 3.0* including within sectors and where relevant pathways between • both qualifications in the submission identified as potential traineeships or apprenticeships. The CfE specifically notes that horse education and animal technology units of competency are not suitable for VET in secondary schools. The four skill sets also provide opportunities to add to specialist skills to top up existing qualifications. The CfE notes that there are currently no nationally applicable credit arrangements between FWP qualifications proposed for endorsement and higher education qualifications.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	Yes	Industry advice about delivery is provided via the ACM Animal Care and Management Training Package Version 3.0 Companion Volume Implementation Guide (CVIG) which has been quality assured and is ready for publication at the same time as the Training Package, as well as two additional companion volumes: • *User Guide: Animal Incident Management* • *User Guide: Safety in Equine Training* The companion volumes provide comprehensive advice about entry requirement skills, delivery requirements including reasonable adjustments, foundation skills, and progressions and pathways between qualifications, as well as safety and industry specific terminology.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support sound assessment practice	Yes	The draft Units of Competency and associated Assessment Requirements have consistent depth and breadth, including references to volume and frequency of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered. Units are written in a manner that allows adaptability and flexibility which enables the units to be contextualised to meet the varied and broad needs of the ACM industries
Support implementation	Yes	The Editorial Report and quality assurance process confirms the components are compliant with the TGA/National Register requirements for publication. Implementation advice is ready for publication at the same time as the training package release in three companion volumes.

Attachment 1

New Units of Competency:

ACMAIM201	Contribute to safety at incidents involving large animals
ACMAIM202	Participate in an incident involving large animals
ACMAIM301	Use manual techniques to safely move large animals
ACMAIM302	Perform technical large animal rescue
ACMAIM303	Move large animals to new locations
ACMAIM304	Transport injured large animals
ACMAIM305	Carry out casualty and post-rescue management of animals
ACMAIM306	Lead a team responding to a large animal incident
ACMAIM401	Coordinate large animal movement and evacuation
ACMAIM402	Develop a large animal incident response plan for an organisation
ACMAIM403	Undertake complex operations in incidents involving large animals
ACMAIM404	Collaborate in planning sedation and anaesthesia of large animals in emergency field situation
ACMATE404	Prepare for and assist with aseptic animal surgery
ACMATE510	Review and monitor research proposals for an Animal Ethics Committee
ACMEQU304	Apply horse identification techniques
ACMEQU407	Educate horses in initial handling
ACMEQU408	Educate horses to be ridden
ACMEQU409	Educate horses to be driven
ACMEQU410	Educate pack horses

Revised Units of Competency:

ACMATE306	Follow containment and exclusion procedures in animal facilities
ACMATE307	Work within an animal technology facility
ACMATE401	Prepare for and monitor anaesthesia in animals
ACMATE402	Conduct euthanasia of research animals
ACMATE403	Conduct non-surgical procedures on animals
ACMATE508	Monitor and maintain containment and exclusion procedures in animal facilities
ACMATE509	Perform caesarean procedures on mice or rats
ACMATE511	Carry out post-mortem examination of a research animal

ACMACR403	Identify and respond to animal behaviour
ACMACR405	Assist with the euthanasia of sick, injured or unwanted pound animals
ACMACR408	Coordinate seizure of animals
ACMATE501	Manage compliance in animal technology
ACMATE502	Manage and maintain the health of research animals
ACMATE504	Administer anaesthesia and perform surgery on animals for scientific purposes
ACMATE505	Carry out advanced breeding procedures
ACMATE506	Assist to collect and transfer embryos of mice
ACMHBR301	Transport horses
ACMMIC401	Implant microchip in cats and dogs
ACMPHR401	Interpret equine behaviour
ACMPHR403	Evaluate equine training methodologies