Modification history

|  |  |
| --- | --- |
| Release | Comments |
| Release 2 | This version released with ACM Animal Care and Management Training Package Version 4.0. |
| Release 1 | This version released with ACM Animal Care and Management Training Package Version 1.0. |

| ACMSPE302 | Provide general care of birds |
| --- | --- |
| Application | This unit of competency describes the skills and knowledge required to identify birds and their behavioural and physical needs and provide daily care requirements.  The unit applies to individuals working in the animal care industry where it may be necessary to care for commonly kept avicultural birds. This may include animal shelters or rehabilitation organisations, pet shops, breeding establishments, zoos or similar workplaces. In some cases, birds may have been rescued from the wild, and successful rehabilitation is required to restore bird health and wellbeing before releasing back to their natural environment.  This unit applies to individuals who work under broad supervision and provide and communicate solutions to a range of predictable problems.  All work must be carried out to comply with workplace procedures according to Commonwealth and state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.  No licensing, legislative or certification requirements apply to this unit at the time of publication. |
| Prerequisite Unit | Nil |
| Unit Sector | Species Specific (SPE) |

| Elements | Performance Criteria |
| --- | --- |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify commonly kept birds | 1.1 Define habitat, activity cycle and general features of birds commonly housed in facility  1.2 Identify external features using industry terminology  1.3 Identify common birds according to taxonomy  1.4 Define, interpret and document colours, markings and other identifying features |
| 2. Identify and evaluate behavioural and housing needs | 2.1 Identify indicators of bird comfort and normal behaviour  2.2 Recognise signs of distress and report to supervisor  2.3 Identify industry standards and guidelines for housing design, environmental factors and appropriate stocking densities  2.4 Evaluate current bird housing and nesting requirements to ensure animal welfare needs are met  2.5 Identify behavioural enrichment activities for specific bird species |
| 3. Approach and handle birds | 3.1 Identify workplace health and safety hazards associated with handling and restraining birds, and implement treatments to minimise risks  3.2 Select and use personal protective equipment to catch, handle and restrain birds  3.3 Approach, catch birds and restrain birds using approved animal welfare management procedures |
| 4. Assist with health care needs | 4.1 Identify signs of good health in birds  4.2 Report signs of disease or other conditions to supervisor  4.3 Identify general health maintenance and preventative treatment procedures and implement in line with level of job responsibility |
| 5. Feed and water birds | 5.1 Identify digestive system features, and relate to bird-specific feeding routines and diets  5.2 Identify preferred food sources and assess samples for quality and suitability  5.3 Identify potential feeding hazards and implement risk control options  5.4 Prepare food in accordance with dietary needs  5.5 Distribute food and water according to schedule/feeding plan or animal requirements |
| 6. Maintain records | 6.1 Complete feed and treatment records noting food consumption, health and care activities  6.2 Report abnormalities to supervisor  6.3 Complete documentation relevant to licences and transport, where required |

| Foundation Skills  This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria. | |
| --- | --- |
| Skill | Description |
| Reading | * Interpret key information and quantities specified on product labels |
| Numeracy | * Measure quantities of food and/or health treatments accurately |

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Mapping Information | | | |
| Code and title current version | Code and title previous version | Comments | Equivalence status |
| ACMSPE302 Provide general care of birds | ACMSPE302 Provide basic care of birds | Minor changes to clarify content and assessment requirements | Equivalent unit |

|  |  |
| --- | --- |
| Links | Companion Volumes, including Implementation Guides, are available at VETNet:  https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103 |

| TITLE | Assessment requirements for ACMSPE302 Provide general care of birds |
| --- | --- |
| Performance Evidence | |
| An individual demonstrating competency must satisfy all the elements and performance criteria in this unit.  There must be evidence that the individual has:   * identified the habitat, activity cycle and general features and needs of birds in two of the following groups: * parrots * raptors * “bush birds” (other native birds) * common exotic birds in exhibited populations * provided general care for a minimum of three birds of different species, including (for each): * demonstrating appropriate restraint and safe handling techniques * preparing and providing food * assisting with health care needs * maintaining feed and treatment records. | |

| Knowledge Evidence |
| --- |
| An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:   * anatomical structures and physiological features used to identify and classify birds * overview of Aviculture Society services and guidelines * general health maintenance and preventative treatment procedures for birds * housing, nesting, social and activity needs of birds, and environmental impacts on health and wellbeing * indicators of the physical condition and signs of good health in birds, determined by observations of: * activity level * assessment of body condition * excessive self-scratching or self-mutilation * feather plucking * posture and attitude * response to stimuli * appetite and dietary history * feathers and faecal matter (for any abnormalities) * indicators of stress or fear including: * screeching * aggression * attempted reproductive behaviours * feather plucking * self-mutilation * possible causes of distress including: * frustration of natural behaviours * unfulfilled reproductive behaviour * lack of flight opportunity * inadequate socialisation for the species * enrichment needs, including: * extras to daily base diet * physical enrichment items * social enrichment * access to native foliage and food * potential hazards and risks to birds and staff during feeding and cleaning of housing, including zoonoses * safe bird handling techniques and procedures, potential hazards and control measures, including use of personal protective equipment * methods used to safely approach and handle birds, including: * confining or enticing a bird to small area or enclosure before attempting to catch * encouraging bird to approach by offering a treat * the principles of animal welfare and basic overview of animal welfare assessment frameworks/models, including the Five Domains * types and impacts of food in bird diets, including natural dietary requirements for specific species * indicators of food quality, including nutritional value, freshness/shelf life, free from spoilage/pests * types of information that is reported and recorded in animal care workplaces * overview of Commonwealth and state/territory legislation and codes of practice related to captured wildlife, biosecurity, health and safety, and animal welfare. |

| Assessment Conditions |
| --- |
| Assessment of skills must take place under the following conditions:   * physical conditions: * a workplace or an environment that accurately represents workplace conditions * resources, equipment and materials: * a range of live birds from different species * equipment and resources typically available in an animal care facility * specifications: * access to organisational policies and procedures, current legislation and relevant codes of practice * relationships: * interactions with supervisor.   Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. |

|  |  |
| --- | --- |
| Links | Companion Volumes, including Implementation Guides, are available at VETNet:  https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103 |