

# Pet Care and Animal Training Project



## Summary of Validation Feedback, Responses and Actions

17 June 2020

Draft qualifications, units of competency and skill sets for the Pet Care and Animal Training Project were made available on the [Skills Impact website](#) for stakeholder review from 10 February – 16 April 2020. Please visit the website to view a full list of the documents that were submitted for consultation during these phases.

Feedback was received from a variety of stakeholders around the country via email, the Skills Impact Feedback Hub, at face-to-face workshops and webinars, via phone and email, as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
<b>Industry (employer / employee)</b>									
<b>Industry Associations</b>									
<b>Registered Training Organisation (RTO)</b>									
<b>Government department</b>									
<b>Industry Training Advisory Bodies (ITABs) / Industry Skills Boards (ISBs) / Skills Advisory Councils (SAC)</b>									

Feedback received during the 'Drafts Available' period has been positive, with minor changes or updates suggested by stakeholders for the qualifications, units of competency and skill sets that have been developed for Animal Regulation and Management, General Animal Care (including boarding and shelter facilities), Pet Grooming and Animal Behaviour and Training. The feedback also resulted in the development of a *Certificate IV in Animal Care Facility Management* which was subsequently released for feedback from 13 March to 16 April.

Below is a summary of the issues raised for the draft qualifications, units of competency and skill sets developed and reviewed for the project, and how these issues have been dealt with. This involves a consideration of the information provided, views of industry stakeholders and from people who are part of the Subject Matter Expert Working Group process. Resolutions are constructed to consider the needs and views of stakeholders to the extent possible, and to comply with the *Standards for Training Package 2012*. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, State and Territory Training Authorities (STAs) and training providers.

**Acronyms - PC – performance criteria, PE – performance evidence, KE – knowledge evidence, AC – assessment conditions, Companion Volume Implementation Guide, Companion Volume Implementation Guide, SMEs – Subject Matter Experts, SMEWG Subject Matter Experts Working Group, AQF – Australian Qualifications Framework**

Please use the menu below to navigate to the feedback you wish to view.

## Contents

<b>General comment</b>	<b>3</b>
<b>Certificate I in Animal Care - summary of feedback on draft qualification</b>	<b>3</b>
<b>Certificate II in Animal Care - summary of feedback on draft qualification</b>	<b>6</b>
<b>Certificate III in Animal Care Services - summary of feedback on draft qualification</b>	<b>9</b>
<b>Certificate IV in Animal Regulation and Management - summary of feedback on draft qualification</b>	<b>18</b>
<b>Certificate IV in Behaviour and Training - summary of feedback on draft qualification</b>	<b>21</b>
<b>Certificate IV in Animal Facility Management - summary of feedback on draft qualification</b>	<b>34</b>
<b>Proposed qualifications for deletion</b>	<b>41</b>
<b>Summary of feedback on draft Skill Sets</b>	<b>43</b>
<i>Revised Skill Sets</i>	43
<i>New Skill Sets</i>	43
<b>Summary of feedback on draft units of competency</b>	<b>45</b>
<i>Animal control and regulation (ACMACR) units of competency</i>	45
<i>Grooming (ACMGRM) units of competency</i>	60
<i>Companion animal studies (ACMCAS) revised units of competency</i>	73
<i>General animal studies (ACMGAS) revised units of competency</i>	79
<i>Behaviour and training (ACMNEW &amp; ACMCAS) units of competency</i>	89
<i>Animal-assisted services (ACMNEW) units of competency</i>	118
<i>Proposed units of competency for deletion</i>	122
<b>Units of competency that will not be included in list of components proposed for endorsement in the Case for Endorsement</b>	<b>124</b>

## General comment

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>COVID19 has heavily affected TAFE delivery and there are some concerns about the availability/ability of stakeholders to properly respond to the consultation.</p> <p>Qualification 'churn' factor The oldest ACM qualifications were released on 29/11/2017, not quite two and a half years ago. Having new versions that are not equivalent mean that the RTOs, only just having time to deliver the 17 qualifications for a year or two, will have to apply to have the new qualifications added to scope. This will affect providers of ACM30117, ACM30417, ACM30617, ACM40117, ACM40217 and ACM40317. Is</p>	<p>Skills Impact understands the pressures that COVID 19 has caused our stakeholders and this is a major reason we extended the initial first draft feedback period – it commenced on 10 Feb and closed on 16 April, which is 9 weeks (whereas the Training Package Development and Endorsement Process Policy 2019 states the minimum requirements regarding first draft consultation timeframe as 4 weeks).</p> <p>We can also sympathise with the qualification 'churn factor' you refer to in your comments. These qualifications were transitioned to the latest Standards for Training Packages in the 2017 release, but have not had a thorough industry review since 2010. Since 2017 industry has made it clear that this update of the qualifications is long overdue. Given the time it will take to complete the project and the transition and teach out period, RTOs will likely have until 2022 to roll out the revised qualifications.</p>

## Certificate I in Animal Care - summary of feedback on draft qualification

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>Core unit - FSKOCM002</b> Issue with unit FSKOCM002 Engage in short and simple spoken exchanges at work. Access and equity issue. As a core unit, will it present a barrier to learners who are not able to communicate verbally? Spoken exchanges are required in the PE. Suggest seek advice on limitations of the unit/potential for reasonable adjustment. May need advice in the Companion Volume if retained.</p>	<p>The industry lead SMEWG considered the feedback and supports: <i>FSKOCM002</i> replacing the current unit <i>ACMGAS202 Participate in workplace communications</i>, which also includes verbal exchanges. Note: Advice regarding reasonable adjustment is provided in the Animal Care and Management Companion Volume Implementation Guide.</p>
<ul style="list-style-type: none"> <li>Industry Association, National</li> </ul>	<p><b>General:</b> general feeling is that this course is not needed. or needs to be changed towards disability services and needed. Description (entry level): I have concern over this as its not at all good enough for entry level. volunteer level maybe as an introduction as to what the industry is about but I can't see any person being able to use this course for a job. potentially for disabilities services its and ok level course but feel it gives a false and misleading that its an entry level course. if its disabilities services this is pitched at it needs to be clear and</p>	<p>The SMEWG considered the feedback and revised the qualification to more closely reflect AQF level 1 outcomes, including the following changes:</p> <ul style="list-style-type: none"> <li>Title updated to: Certificate I in Animal Care Industry Pathways</li> <li>Application statement reworded - <i>This qualification provides knowledge and skills for initial work, community involvement and/ or further learning. It provides a pathway to learn more about work in the animal care and management industry and to assist with routine activities</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>indicated its intention.</p> <p>ACMGAS102: this is a concern as this skill is something you would only start to learn in a level 2. the risk of this is huge even with a quiet animal. When put under stress anything can become unquiet. This seems dangerous esp towards disabilities services people.</p>	<p><i>performed under close supervision in an animal care facility or service organisation.</i></p> <ul style="list-style-type: none"> <li>• <i>ACMGAS102 Catch and handle a range of quiet animals - revised with changes to terminology (Approach and handle calm animals) and activities undertaken to be under direct supervision. It covers a range of safety issues working with animals.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Industry (employer / employee), QLD</li> </ul>	<p>Description: Who is this certificate aimed at? For example, would they remember to close doors/gates to secure areas, would they be able to work for example in a childcare environment (supervised)? If not, then there are many workplaces with animals where they would not be suitable for unfortunately, as the expectations from the community regarding animal care is very high and requires trust and professionalism in the organisations and their workers.</p> <p>Even under direct supervision there is very little that someone like this could do in many pet/animal care businesses that would not pose significant risk to themselves or the pets under that businesses care. Not sure there is a need for this level of certificate.</p> <p>In regard to quiet animals - animals are by nature unpredictable, particularly when they are out of their comfort zone. For example, a dog at a vet surgery, dog training facility, boarding facility or even the RSPCA, things can turn ugly quickly and no amount of supervision by someone can prevent that. Volunteers and junior staff and limited experience staff make mistakes, they make errors in judgement and they have no training in managing or reading an animal's body language and should never be placed in this position before having much more knowledge behind them.</p>	<p>Thank you for the comments. Refer to the comments above that address your concerns about the Certificate I in Animal Care.</p>
<ul style="list-style-type: none"> <li>• RTO, VIC (997)</li> </ul>	<p><b>Title:</b> Fabulous little course, everyone knows it doesn't have a vocational outcome, but we need this for people whose ability is not going to give them entry to a CII AS and who may or may not ever be in paid employment with animals. I will be scoping for this course.</p> <p><b>Entry Requirements:</b> This course is designed for people who would be in supervised groups. These groups have an important role in the community as support workers. These groups of supervised groups take part in activities on the farm at Bundoora Park Farm.</p>	<p>Thank you for the comments in support of the Certificate I in Animal Care.</p> <p>The SMEWG confirmed retaining Certificate I in Animal Care Industry Pathways (updated title). The qualification and its ACMGAS units and have been changed to better align with AQF level 1 outcomes, including pathways and community involvement.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>Core:</b> GAS101, 102 and 103 are a lovely combination of skills for people who will be supervised while working with animals in the community for example Bundoora Park Farm and Guide Dogs Victoria.</p> <p>FSKOCM002: I think the inclusion of the foundation skills competencies is further enabling of this qualification as the delivery will be supported by foundation skills professional trainers.</p> <p>(ACMGAS102?) This competency is devoted to animal familiarisation and supervised animal handling and is I believe a level one and suitable for people with abilities that are not suitable to undertake a CII AS or who would necessarily be participating because they require/want paid employment</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>General: I agree with 997. Direct supervision to assist in animal care. Needed for entry level volunteers -cohort perfect for students with disabilities. This group play a vital role in many communities and having a qualification available allows training to be targeted at the correct AQF level.</p>	<p>Thank you for the comments in support of the Certificate I in Animal Care.</p> <p>SMEWG confirmed retaining Certificate I in Animal Care Industry Pathways (updated title). Refer also to the comments above.</p>

## Certificate II in Animal Care - summary of feedback on draft qualification

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>ACMGAS3XX: I don't agree that this level of student needs a level 3 first aid unit - I think this would be best to remain as a level 2. It is very limited the type of first aid they could give to an animal.</p> <p>Core: Is there a lower level enrichment unit which requires a lower level of independence than this unit?</p> <p>Electives: Maybe add a level two walking dog unit or basic recognise animal behaviour unit here?</p> <p>Seems this unit ACMINF201 would have a lot of duplication over ACMGAS203 Hygiene which is already a core?</p>	<p>Thank you for the feedback.</p> <ul style="list-style-type: none"> <li>First aid – To reduce duplication, the two existing units - <i>ACMGAS206 Provide basic first aid for animals</i> and <i>ACMGAS305 Rescue animals and apply basic first aid</i> were merged to create the revised - <i>ACMGAS3X5 Provide basic animal first aid</i>. This reflects AQF level 3 outcomes and in the Certificate II has moved from the core to the electives.</li> <li>To ensure some understanding of basic first aid is covered by all Certificate II graduates, “PC 4.4 Assist supervisor to provide basic first aid” was added to <i>ACMGAS205 Assist in health care of animals</i>, which is a core unit in the Certificate II. This unit also includes “common health maintenance treatments and basic first aid tasks” in the KE.</li> <li>The outcomes of <i>ACMGAS302 Provide enrichment for animals</i> reflect AQF level 3 and this unit is an elective in the Certificate II. The SMEWG advised that a lower level enrichment unit is not required, but based on industry advice, supported the development of a higher level unit – <i>ACMGAS404 Develop, implement and monitor enrichment strategies for animals</i></li> <li>The new <i>ACMNEW3XX Walk and exercise dogs</i> is coded as indicative AQF level 3 reflecting the level of responsibility and autonomy of the task. The SMEWG advised a lower level unit covering similar outcomes was not considered necessary, as most dog walkers typically operate unsupervised.</li> <li><i>ACMINF201 Handle companion animals safely and follow infection control guidelines</i> is focussed more on disease and infection control, and is an elective unit.</li> </ul>
<ul style="list-style-type: none"> <li>Industry Association, National</li> </ul>	<p>Provide basic animal first aid: if this was to be removed it should at least cover identifying and reporting pet first aid issues and health concerns or beef up ACMGAS205 to cover this in more detail. staff at this level need to be able to identify and report. level 3 should treat and triage</p>	<p>Thank you for the feedback. The SMEWG agreed that:</p> <ul style="list-style-type: none"> <li>To reduce duplication, the two existing units - <i>ACMGAS206 Provide basic first aid for animals</i> and <i>ACMGAS305 Rescue animals and apply basic first aid</i> were merged created the revised - <i>ACMGAS3X5 Provide basic animal first aid</i>. This reflects AQF level 3 outcomes and in the Certificate II has moved from the core to the electives.</li> <li>To ensure some understanding of basic first aid is covered by all Certificate II graduates, “PC 4.4 Assist supervisor to provide basic first aid” was added to <i>ACMGAS205 Assist in health care of animals</i>, which is a core unit in the Certificate II. This unit also includes</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		“common health maintenance treatments and basic first aid tasks” in the KE.
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	Provide basic animal first aid: If I have interpreted the notes correctly, this unit has been moved to electives but hasn't been in this chart. Some basic level first aid has been incorporated into ACMGAS205 (core) which should satisfy criteria for Cert II learner - eg L3 First Aid does not need to be included.	Thank you for your supportive comments. You are correct – the first aid unit was listed erroneously in the core with the first draft release. Refer to the comments above regarding the inclusion of first aid in the core unit <i>ACMGAS205 Assist in health care of animals</i> .
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	Agree with 766 - it would be beneficial to have a basic identify and respond to animal behaviour unit here as a core unit.	<p>Thank you for your feedback.</p> <p>The new unit <i>ACMNEW3X4 Identify and interact safely with animals</i> reflects AQF level 3 outcomes. It was created in response to industry advice as a core unit in the Certificate III.</p> <p>The SMEWG considered the feedback and supported strengthening animal behaviour identification/response that is currently embedded in the following core units of Certificate II:</p> <ul style="list-style-type: none"> <li><i>ACMGAS201 Work in the animal care industry</i> <ul style="list-style-type: none"> <li>Element 3. Identify physical, social and behavioural characteristics</li> </ul> </li> <li><i>ACMGAS203 Complete animal care hygiene routines</i> - PC2.3 Count animals and note basic behaviour and condition at beginning of shift</li> <li><i>ACMGAS205 Assist in health care of animals</i> – PC2.2 Observe and note animal behaviour prior to capture or restraint</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD (766)</li> </ul>	<p>General: At this level, to be around animals safely in any setting under supervision a core unit covering animal behaviour and basic handling would be essential. Most people we see even with Cert III still do not know body language of a dog, dangerous situation recognition, how to put a lead on properly, how to keep the pet confined, how to protect their body from jumping etc etc. This should be first and foremost.</p> <p>Agree with other comments that Provide First Aid is not needed at this level. Instead the assist in health care of animals should cover essential recognition points of pet health (i.e. body language, are they eating/drinking, recognise change in demeanour) in order to assist supervisor in monitoring that pets health</p> <p><i>ACMGRM2X1</i>:The bathe, dry and brush is a great addition and very much needed.</p>	<p>Thank you for your feedback and the supportive comments, including support for the new <i>ACMGRM2X1 Bathe, dry and brush domestic dogs</i>.</p> <p>Refer to the comment above regarding the addition of identification of animal behaviour in <i>ACMGAS201</i>, <i>ACMGAS202</i> and <i>ACMGAS205</i>.</p> <p>The revised <i>ACMGAS205 Assist in health care of animals</i> covers the animal health care recognition and observation suggested in the feedback. For example, Performance Criteria:</p> <p>3.2 Identify external features and vital signs of animal health</p> <p>3.3 Inspect general health and wellbeing of animal, under supervision</p> <p>3.4 Record observations of animals made by supervisor</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Looks good and first aid useful. Previous level ACMGAS206 currently packaged into our qualification	Thank you for your supportive comments.
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>Title change makes a lot more sense</p> <p>Agree with other comments on ACMGAS3XX. I don't feel should be a core and basic first aid should be incorporated in other units</p>	<p>Thank you for your supportive comments re the title.</p> <p><i>ACMGAS305 Provide basic animal first aid</i> is an elective, not a core. It was listed erroneously in the core with the first draft release.</p> <p>To ensure some understanding of basic first aid is covered by all Certificate II graduates, "PC 4.4 Assist supervisor to provide basic first aid" was added to <i>ACMGAS205 Assist in health care of animals</i>, which is a core unit in the Certificate II. This unit also includes "common health maintenance treatments and basic first aid tasks" in the KE.</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	The draft of Cert II Animal Care has packaging rules 7 core but 8 listed.	The revised first aid unit was erroneously listed in the core which has created the discrepancy with the packaging rules. This has been corrected in the validation draft.



## Certificate III in Animal Care Services - summary of feedback on draft qualification

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>GENERAL comments</b>		
<ul style="list-style-type: none"> <li>Industry, QLD</li> </ul>	<p><b>Qualification</b> - comment on merging in Pet Grooming into Certificate III in Animal Studies With such low numbers of students over the past 4 years, taking the option of the Pet Grooming qualification, I think that combining the three qual's will allow others within the industry to move across into Pet Grooming without the need to complete another full qualification.</p>	<p>Thank you for the feedback. Your support for the pet grooming specialisation is noted.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>Qualification</b> - comment on retaining Certificate III in Pet Grooming  I agree with merging companion animals and animal studies but not pet grooming - I think people wanting to go into this industry they are looking for a specific qualification - this packaging rules and naming of qualifications would be confusing for them....</p>	<p>Thank you for the feedback. Your suggestion to retain a separate pet grooming qualification is noted and was considered by the SMEWG. The SMEWG considered all feedback received to date and supports pet grooming as a specialisation within the Certificate III.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), ACT</li> </ul>	<p><b>Qualification</b> - comment on retaining Certificate III in Pet Grooming  While I understand the intend of combining the certificates but pet grooming requires a completely different set of skills compared to animal studies and companion animals. Creating a blanket qualification 'Animal Care Services' isn't really what students and employers are looking for. Would the student have to repeat the same course again if they want to change avenues in the same field of work?</p> <hr/> <p><b>Qualification</b> - comment on the need for work experience, apprenticeship/traineeship as part of becoming a Pet Groomer  I completely agree. Although I don't agree that you can be a pet groomer through doing once course. I believe work placement, or some form of traineeship or apprenticeship needs to be introduced to the Pet Grooming Industry. Having a mentor and someone to guide you once you finish your course is what we need.</p>	<p>Thank you for the feedback. The SMEWG considered all feedback received to date and supports pet grooming as a specialisation within the Certificate III. The intent of the qualification is to give students a broader choice of skills and knowledge and potentially achieve 2 specialisations. The name of the specialisation will be included on the qualification testamur i.e. Certificate III in Animal Care Services (Pet Grooming) – in this case only if all 6 units listed in the Pet Grooming Elective Group are completed.</p> <hr/> <p>Thanks for the feedback. The Companion Volume Implementation Guide will state the qualification is suitable for an apprenticeship/ traineeship pathway. Apprenticeships /traineeships are determined by each State and Territory, so the final outcome rests with each jurisdiction.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), ACT</li> </ul>	<p><b>Qualification - comment on the need for work experience, apprenticeship/traineeship as part of completing the qualification</b></p> <p>It's an idea to combine some of these certificates into one main stream with then the specialized electives relevant to the individual. Not sure if it is listed elsewhere that I can't see, but worth mentioning that the Animal Carer and Pet Groomer streams, hands on experience such as compulsory work experience in establishments that can provide these tasks is a must. For all of the people we have ever employed who hold a Cert III in Companion Animal Services for example (which covers these topics currently), most had no idea of breeds of animals, none could hydro bath (or hand bath) a pet safely, and none had any idea about husbandry duties such as cleaning, medicating, feeding safety etc.</p>	<p>Thanks for the feedback.</p> <p>A work placement is not specified in the qualification, but the Companion Volume Implementation Guide will advise the qualification is suitable to be undertaken as apprenticeship/ traineeship pathway.</p> <p>The Assessment Requirements in the revised and new units of competency have been designed so that a determination of competency must include sufficient demonstration of skills, and that most skills are required to be demonstrated in a workplace with live animals and typical workplace equipment, or an equivalent setting.</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Qualification - comment on the need for work experience, apprenticeship/traineeship as part of completing the qualification</b></p> <p>Responding to 984 (Industry ACT) A traineeship in pet grooming has been available for some time now</p> <hr/> <p>I disagree in low numbers with 951 (Industry, QLD) and I respectfully feel this might be better addressed with the specific RTOs and their delivery. We run every semester with full classes.</p> <p>Industry would prefer this to remain as a standalone certificate. This needs to stay as it's own certificate because it is a specialized area with completely different skill sets just like dog trainers.</p>	<p>Thank you for the feedback.</p> <p>Refer to the comments above about apprenticeship/traineeships each State and Territory, so the outcome rests with each jurisdiction.</p> <hr/> <p>Your suggestion to retain a separate pet grooming qualification was considered by the SMEWG. The SMEWG supports the proposed Certificate III in Animal Care Services (with specialisations).</p> <p>NCVER national figures for 2015 to 2018 indicate approximately 250 enrolments per annum in the Certificate III in Pet Grooming compared to approximately 1800 per annum in the other two Certificate III qualifications that have been merged to create the revised Certificate III in Animal Care Services. Combining includes the following benefits:</p> <ul style="list-style-type: none"> <li>provides a broader range of skills for individuals undertaking the revised qualification</li> <li>provided graduates increased employment opportunities and more options to change roles within the industry</li> <li>increases the cost efficiencies of RTOs while allowing them to deliver more flexible programs based on interest and needs of learners/employers</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Government Department, WA</li> </ul>	<p><b>Support for Redesigned Certificate III</b></p> <p>Recognising we are not technical experts; therefore, we cannot comment on the technical nature of the units, however in summary we support the following:</p> <ul style="list-style-type: none"> <li>Merging of the three existing certificate III qualifications in to the new Certificate III in Animal Care Services</li> <li>Deletion of the Certificate IV in Pet Styling</li> <li>New qualification Certificate IV in Animal Behaviour and Training</li> </ul>	<p>Thank you for the supportive comments on the proposed redesigned qualifications.</p>
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p>Where can I find information on this new unit ACMSPE3X1?</p> <p>Concerned that assessment may require students need to have to do both fresh and marine fish. many facilities dot have both</p>	<p>The ACMSPE units were available in the Exhibited Animal project – A links to the units in the project were provided on the same page as the Pet Care and Animal Training project webpage.</p> <p>The PE for <i>ACMSPE3X1 Provide general care of fish</i> allows options for marine fish, freshwater fish or both marine and freshwater fish to cater for differences in facilities.</p>
<ul style="list-style-type: none"> <li>Industry Association, WA</li> </ul>	<p><b>Packaging Rules</b> Specialisation: should this be Pet Grooming the subject matter not the occupation. Same for other streams: Care; Customer Service</p> <p><b>Elective Group D</b> ACMSPE: I query the use of the word basic in these units. They are all AQF 3 level (yes i know units don't officially have levels, but they do). Units should reflect competence to provide care.</p> <p><b>Qual Mapping:</b> The question is not 'is the new qual equivalent to the old qual?' Anyone who had completed the any of the previous qualifications would have the same occupational outcome/s as results from this new qual. So they are equivalent. How is the new qual, so radically different from the previous quals? Should be equivalent.</p>	<p>Thank you for your feedback. The SMEWG considered the feedback. The suggestion has been adopted for elective group headings as follows:</p> <ul style="list-style-type: none"> <li>animal care</li> <li>pet grooming</li> <li>customer service</li> <li>general electives</li> </ul> <p><b>Elective Group D</b> – Suggestion adopted - <i>basic</i> changed to <i>general e.g. Provide general care of birds</i></p> <p><b>Qualification mapping</b> reviewed and retained as <i>not equivalent</i>.</p> <p>The redesigned qualification requires four core units that are not listed in any of the three superseded qualifications. Three of these four units are new and significantly add to the skills and knowledge of the graduates of the redesigned qualification compared to the superseded. It is also worth noting that the existing Certificates III in General Animal Studies and Certificate III in Companion Animal Services cannot produce Pet</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		Groomers. For these reasons, the redesigned qualification has been deemed not equivalent to the three superseded qualifications.
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>Packaging Rules</b></p> <p>Do not agree with the restrictiveness of the TP rules for a non-specialised course award. This course is used by hundreds of students at our organisation alone (and I know other organisations use it too) as an entry level pathway into the Cert IV in Veterinary Nursing, (which has entry requirements of a Cert II or higher). There should be more flexibility here for providers to select appropriate units (lower units) as credit transfers into the Cert IV in Vet Nursing, otherwise students will be doing units that are not useful to their career goals long term. This would increase both their overall study time and cost before they finally graduate as a VN, which is a disadvantage for a lower paid profession.</p> <p>Suggest that the 9 units from A to D is reduced and/or changed to allow any units from the ACM training package, as long as they align with the intent of this qualification.</p> <p>Otherwise all the students wanting to enter Cert IV in VN will be forced to do the lower level Cert II qualification, which doesn't often attract government funding in many states, further disadvantaging students from accessing education to assist in their career goals. The new proposed Cert II cannot include as many credit transfers into VN, again, increasing study time and cost.</p>	<p>Thank you for the detailed feedback. The SMEWG considered the feedback. The packaging rules allow for a general qualification or a qualification with up to two specialisations providing considerable flexibility.</p> <p>The AQF alignment and duplication of lower level units has been considered carefully to ensure the revised qualification meets the Standards for Training Packages 2012. At this stage (current draft) credit transfer of units into the Certificate IV in Veterinary Nursing is possible for up to 6 units:</p> <ul style="list-style-type: none"> <li>Core (4) <ul style="list-style-type: none"> <li>ACMGAS308 <i>Communicate effectively with clients and team members</i></li> <li>ACMINF301 <i>Comply with infection control policies and procedures in animal care work (Core in the Cert IV)</i></li> <li>ACMWHS301 <i>Contribute to workplace health and safety processes (Core in the Cert IV)</i></li> <li>ACMGAS307 <i>Identify animal anatomy and physiology for animal care work</i></li> </ul> </li> <li>Electives (3) <ul style="list-style-type: none"> <li>ACMSPE (species specific) units X 10</li> <li>HLTAID003 <i>Provide first aid</i></li> </ul> </li> </ul>
<b>CORE</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee) National</li> </ul>	<p><b>Core units</b> -Great to see <i>ACMNEW3X2 Promote positive wellbeing in animal care industries (new)</i></p>	<p>Thank you for your supportive feedback.</p> <p>Please note the updated title is <i>Promote positive wellbeing in self and others animal care workplaces</i></p>
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>Core Units</b> - Do not agree with the infection control unit being removed from this qualification as a core unit. This is a very important skill for ensuring both animal and human safety and</p>	<p>Thank you for your feedback. The SMEWG considered the feedback and has made <i>ACMINF301 Comply with infection control policies and procedures in animal care work</i> a core unit</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	welfare. It is applicable to ALL areas of working with animals, including grooming, walking, pet stores etc.	
<b>ELECTIVES GROUP A (Animal Carer specialisation)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>Elective Group A - Animal carer and ACMNEW3X3 Walk and exercise dogs</b> Alternatively make ACMNEW3X3 unit level 2 and put in the Cert 2 animas studies qualification - too basic here I think.</p>	<p>Thank you for your feedback. The new <i>ACMNEW3XX Walk and exercise dogs</i> is coded as indicative AQF level 3 reflecting the level of responsibility and autonomy of the task. as most dog walkers typically operate unsupervised. The unit application states -</p> <p><i>This unit applies to individuals working in the companion animal industry sector where dog walking and exercise services are provided. They work independently and take responsibility for the quality of their own work, including carrying out assigned tasks, selecting products and techniques and working to required timeframes.</i></p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>Elective Group A - Animal carer</b> I think ACMCAN311 should only be in captive animal qualification as it is too specialised for a general course on animal care - it species wildlife or captive animals not so relevant here?</p>	<p>Thank you for the feedback. <i>ACMCAN311 Care for young animals</i> has been revised to be applicable to a broader animal care facilities and species.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>Elective Group A - Animal carer and ACMGAS203 Complete animal care hygiene routines</b> Replace 203 hygiene with the level 3 unit ACMINF301 - this level too low and often student just get it as a credit transfer too from TVET or a previous Cert 2 animal studies.</p>	<p>Thank you for the feedback. The suggestion has been adopted and in the updated qualification, <i>ACMINF301 Comply with infection control policies and procedures in animal care work</i> has been added to the Core of the qualification and <i>ACMGAS203 Complete animal care hygiene routines</i> has been removed from the Electives.</p>
<b>ELECTIVES GROUP B (Pet grooming specialisation)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>Elective Group B Pet Groomer</b> Should reinstate the ACMCANS306 and 307 Grooming comfort and Hydro bathing units as are good basic units to start with?</p>	<p>Thank you for your feedback.</p> <ul style="list-style-type: none"> <li><i>ACMGRM2X1 Bath, dry and brush domestic dogs</i> is intended to replace <i>ACMCAS307 Provide companion animal hydro-bathing services</i>. <i>ACMGRM2X1</i> is broader and provides options for different bathing systems/equipment, including hydroblading</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>ACMCAS306 <i>Provide grooming services for companion animal comfort</i> has been revised and recoded to ACMGRM3X5 <i>Provide sanitary and hygiene grooms for companion animals</i></li> </ul>
	<p><b>Elective Group B Pet Groomer and ACMGRM2X1 Bathe, dry and brush domestic dogs</b> I think ACMGRM2X1 too low a level here - should be removed and go to be an elective in Cert 2 animal studies and a higher level unit such as ACMCANS306</p>	<p>Thank you for your feedback.</p> <ul style="list-style-type: none"> <li>ACMGRM2X1 <i>Bath, dry and brush domestic dogs</i> is an elective in the Certificate II in Animal Care. It is included in the Pet Grooming specialisation as anyone entering this qualification without having completed the unit as part of a Certificate II should have this skill. In the validation draft of the qualification, ACMGRM2X1 is also a prerequisite for ACMGRM3X5 <i>Provide sanitary and hygiene grooms for companion animals</i>.</li> <li>ACMCAS306 has been recoded and revised – now – ACMGRM3X5 <i>Provide sanitary and hygiene grooms for companion animals</i>. It is included in the specialisation.</li> </ul>
<ul style="list-style-type: none"> <li>Industry, QLD</li> </ul>	<p><b>Elective Group B Pet Groomer</b> Hydrobathing is only used in limited workplaces. There are other bathing systems used that need to be reflected in the training of pet groomers. The addition of ACMGRM2X1 ensures that those who are studying the Cert III will also be taught correct techniques to bath, dry and brush dogs. It can be viewed as a pre-requisite for the grooming units.</p>	<p>Thank you for the feedback. Your support for ACMGRM2X1 Bath, dry and brush domestic dogs is noted.</p>
	<p><b>Elective Group B Pet Groomer</b> Important that to become a qualified groomer, that the student completes ALL 6 units in the grooming specialisation. This will ensure students completing a single unit in a companion animal qualification cannot claim to be a pet groomer.</p>	<p>Thank you for the feedback. Your support for the pet grooming specialisation (all 6 units to be completed) is noted.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), ACT</li> </ul>	<p><b>Elective Group B Pet Groomer and ACMGRM4X Enhance companion animal coat and skin condition (new)</b> I think learning both hand washing and hydro bathing is important. ACMGRM4X1 should include how different techniques affect the skin and coat.</p>	<p>Thanks for the feedback.</p> <p>ACMGRM2X1 <i>Bath, dry and brush domestic dogs</i> covers several bathing systems/equipment including:</p> <ul style="list-style-type: none"> <li>hydrobathing</li> <li>hydrosurge</li> <li>grooming baths</li> <li>spa</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<p><i>ACMGRM4X1 Enhance companion animal coat and skin condition. The suggestion has been adopted and the following added to KE</i></p> <ul style="list-style-type: none"> <li><i>types of bathing systems/equipment and their effects on skin or hair condition.</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>Elective Group B Pet Groomer</b>            Agree with 766 (RTO in NSW) very basic hydrobathing need something more at Cert III</p>	<p>Thank you for your feedback.</p> <p><i>ACMGRM2X1 Bath, dry and brush domestic dogs</i> is an elective in the Certificate II in Animal Care. It is included in the Pet Grooming specialisation as anyone entering this qualification without having completed the unit as part of a Certificate II should have this skill. In the validation draft of the qualification, ACMGRM2X1 is also a prerequisite for <i>ACMGRM3X5 Provide sanitary and hygiene grooms for companion animals</i>.</p>
	<p><b>Packaging Rules</b>            Packaging works for dual specialisations. Tried to package 3 specialisations and not possible. This is as it should be, 3 specializations would be unacceptable.</p>	<p>Thank you for the feedback. Your support for the packaging rules is noted.</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Elective Group B Pet Groomer</b>            Agree with 951 (industry QLD), students should have to complete all 6 units</p>	<p>Thank you for the feedback. Your support for the pet grooming specialisation (all 6 units to be completed) is noted.</p>
	<p><b>Elective Group B Pet Groomer</b>            Only students in the grooming stream should be able to choose electives from Group B (with the exception of Bathe, dry and brush domestic dogs). Especially if you are removing prerequisites this is -            A. what industry has been trying to stop (people doing Cert III Companion animals with one grooming elective and thinking they can professionally groom dogs) and            B. Setting students up to fail as no student would get through the cross breed clip unit without the underpinning knowledge learnt in the “comfort clip” unit.            C. this is a safety issue.</p>	<p>The SMEWG considered your feedback and had reinstated prerequisite units in some of the grooming units, where it was considered important to have achieved the prerequisite for the safety of the learner and the welfare of the animal. Please refer to the Prerequisite requirements table in the revised qualification. This change will also prevent learners from doing one grooming elective unit or choosing the most complicated pet grooming unit without an adequate foundation in grooming.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA	<p><b>Elective Group B Pet Groomer</b></p> <p>I am giving you feedback from a groomers prospective. I have owned and operated my own grooming business for over 15 years and am still considered new to the industry compared to many.</p> <p>I currently take on tafe students who must complete 100 hours with a grooming business.</p> <p>I'd like to thank you for your seminar today. I found the changes to be made very positive.</p> <p>I have just enrolled to RPL with my cert4 but will now cancel it and wait to see the outcome of the new certificate.</p> <p>As I understand it you must do the 6 core, 6 Group B and 4 more electives. I cannot in all honesty see another 4 electives that I would incorporate into the dog grooming sector apart from maybe ACMGAS203.</p>	<p>Thank you for the supportive comments for the Pet Grooming specialisation.</p> <p>The packaging rules for the qualification have been changed to require 7 Core and 10 Elective Units. The qualification is designed to allow a learner to complete two specialisations – For example Pet Grooming and Animal Care, which will increase the learner's employment options. For example, some animal care organisations may also provide pet grooming services. Also, if someone wants to complete one specialisation only, such as Pet Grooming, they have the option to select some business units from Group D General Electives, as well as to import one unit from outside the qualification.</p>
	<p>I am also I little confused as to where the Advanced Dog Grooming skill set comes into play if cert 4 is to be scrapped. As to the cert 4 being scrapped I can understand to a certain extent as currently there are many seminars run by groomers, associations like the DGAWA and other Pet Industry wholesalers ie Botany Bay imports to upskill and learn breed specific trims. Not all groomers wish to do this and are happy just to do pet trims. Ones that do will seek out mentors that breed and show the ones they wish to learn.</p> <p>I hope in the future there will be a certificate for ADVANCED OR MASTER GROOMER .Which groomers must prove to a high standard Breed specific grooming including: Hand stripping, Poodle, Gun Dog, Toy ,Teddy Trim etc. (there is a master groomer certificate through IGC if doing cert4 but would be nice to be able to obtain it another way)</p> <p>I would also like to see a basic bookkeeping for students. Just incoming and outgoing and links to help them keep track of the tax they need to put away, so they don't get themselves in trouble.</p>	<p>The Advanced Dog Grooming Skill Set and the Cat Grooming Skill Set are intended to replace the Certificate IV in Pet Styling. The current Certificate IV in Pet Styling needed significant redesign due to duplication of content with the existing Certificate III in Pet Grooming.</p> <p>The SMEWG considered this feedback and have added some financial / small business units to the General electives.</p> <ul style="list-style-type: none"> <li>• BSBFIA301 - Maintain financial records</li> <li>• BSBSMB305 - Comply with regulatory, taxation and insurance requirements for the micro business</li> <li>• BSBSMB421 - Manage small business finances</li> </ul>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>Group B Pet groomer electives title</b></p> <p>Pet Groomer Specialisation has four units out of six required units specific to dogs and no units specific to cats or other pet species. Suggest the name of the specialisation should indicate dog groomer. Units would not be suitable for a pet bird (chicken) groomer for example.</p>	<p>Thank you for the feedback. The SMEWG considered the suggested change to the heading and support the general heading of <i>Pet Grooming</i> as it is the term accepted in industry.</p>
<ul style="list-style-type: none"> <li>RTO, SA</li> </ul>	<p><b>Group B Pet groomer electives</b></p> <p>I have concerns that the new GRM4X1 Enhance coat and skin condition unit is pitched too high to be a required unit for the 'pet groomer' pathway. I understand that it is definitely something that groomers do and need to know, but I would question it's appropriateness for a Cert III. I think it should be either in group D or with the other GRM4XX units (Breed standard styling and groom cats).</p>	<p>Thank you for the feedback. The unit has been modified to be less technical/scientific. The SMEWG considered the feedback and support the inclusion of this unit in the Certificate III Pet Grooming specialisation.</p>
<ul style="list-style-type: none"> <li>RTO, SA</li> </ul>	<p><b>Core Units</b></p> <p>I have concerns that there is no 'core' requirement for any hygiene/infection control related unit in the proposed Cert III Animal Care. The Cert II has GAS203 hygiene routines and GAS205 health care, which both cover some disease ID and transmission control, but the CIII only has INF301 in electives. I would suggest making the new INF201 a core unit.</p>	<p>Thank you for the feedback. The SMEWG considered this suggestion and have added <i>ACMINF301 Comply with infection control policies and procedures in animal care work</i> to the Core and increased the size of the qualification from 16 to 17 units.</p>
<b>ELECTIVES GROUP (Customer service specialisation)</b>		
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Elective Group C Customer Service Officer</b></p> <p>Students in the customer service stream should have to complete SITXCCS007, the other units from group C that they have to choose do not take customer service techniques to a Certificate III level as required by people choosing this stream.</p>	<p>Thank you for the feedback. The SMEWG reviewed <i>SITXCCS007 Enhance customer service experience</i> and noted the unit has very specific tourism points listed in the Knowledge Evidence which are not relevant to the animal care sector. Therefore, <i>SITXCS007</i> has been removed and replaced with other customer service units in this elective group:</p> <ul style="list-style-type: none"> <li><i>BSBCUS301 Deliver and monitor a service to customers</i></li> <li><i>BSBCUS402 Address customer needs</i></li> </ul> <p>Note - <i>BSBCUS301</i> has been added to the list of required units to achieve the Customer service.</p>

## Certificate IV in Animal Regulation and Management - summary of feedback on draft qualification

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>• Industry (employer / employee), VIC</li> </ul>	<p><b>Suggested Animal Shelter Worker Skill Set</b>            Re: Possible Animal Shelter skillset that we spoke about ... I suggest that the following units are available as a package for shelter staff:</p> <ul style="list-style-type: none"> <li>- ACMACR403 or ACMNEW3X4</li> <li>- ACMACR406</li> <li>- ACMGAS301</li> <li>- ACMINF301</li> <li>- ACMCAS302</li> <li>- ACMNEW3X1</li> <li>- ACMCAS404</li> <li>- RGRPSG411 (but as a more generic unit i.e. not Greyhound specific)</li> </ul>	<p>Thank you for the feedback.</p> <p>A new Animal Shelter Worker Skill Set has been created that will be released with the validation drafts. It requires:</p> <ul style="list-style-type: none"> <li>• ACMACR406 Carry out animal holding facility procedures</li> <li>• ACMCAS302 Provide advice on companion animal selection and care</li> <li>• ACMGAS301 Maintain and monitor animal health and wellbeing</li> <li>• ACMGAS302 Provide enrichment for animals</li> <li>• ACMINF301 Comply with infection control policies and procedures in animal care work</li> <li>• ACMNEW3X1 Assess the welfare status of an animal</li> <li>• ACMNEW3X4 Identify behaviours and interact safely with animals</li> </ul> <p>Note – A Certificate IV in Animal Care Facility Management has been created in response to feedback and some of the units in the skill set also provide credit transfer toward this Certificate IV</p>
<ul style="list-style-type: none"> <li>• Industry (employer / employee), VIC</li> </ul>	<p><b>General Comments</b>            Other broad comments I have are as follows:</p> <ul style="list-style-type: none"> <li>- Add the word “shelter” to the list of applicable workplaces that these courses and units apply to</li> <li>- Include more references to “best practice” as well as the references to workplace procedures and legislation etc</li> <li>- Refer to animal holding facility as shelter. There is a push to update language and I see that pound is no longer being used however shelter is the preferred term. Even if the facility does not have adoption services (at the very least they should be transferring to other orgs who do) the facility is technically providing shelter to the pet while it is waiting to be reclaimed.</li> </ul>	<p>Thank you for the feedback. Suggestions adopted.</p> <p>The term ‘<i>shelter</i>’ has been added in the qualification description and in the Elective Group title – i.e. - <i>holding facility/shelter</i></p> <p>The SMEWG advise that references to ‘best practice’ are avoided as they can be subject to interpretation. Where appropriate, specific references that describe best practice have been used in the units within this and other qualifications. For example – ‘low stress animal handling techniques’</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p>Licencing: My impression is that anyone providing animal management services on behalf of Local Government would need to be authorised. That authorisation should not preclude you from doing the course though.</p> <p>ACMACR402: does this unit include content on collection of data? i.e. what, how, why, etc?</p> <p>This unit needs to include information on transporting large and small animals of common species. If they are going to impound an animal they need to have the skills to transport it safely, humanely and be aware of all the considerations in regards to transporting different species of different ages and health status etc.</p> <p>ACMNEW3X2: this should also include small animal movement and evacuation as part of emergency management.</p> <p>ACMAIM401: It would be great to include information on emergency planning for animals, both large and small, including developing an EMP. this could be a stand alone elective or part of one of these two electives</p> <p>ACMAIM402: This elective should also include small animals</p> <p>ACMPMG409 &amp; ACMPMG413: this elective should only be available through the pest management courses</p>	<p>Thank you for the comment relating to 'authorised officers'. The use of this term in a few of the ACM Animal Control and Regulation units has been checked and confirmed with the SMEWG.</p> <p><i>ACMACR402 Assess and impound animals</i> - a KE point has been added - <i>workplace record keeping requirements and overview of types of data collected</i>.</p> <p><i>ACMNEW3X2</i> – the unit is written broadly to cover a range of 'activities' which could include movement, transport or evacuation relevant to the learner context.</p> <p><i>ACMAIM401 Coordinate large animal movement and evacuation</i> and <i>ACMAIM402 Develop a large animal incident response plan for an organisation</i> are not part of the project scope and cannot be changed in this project. The feedback will be registered for consideration when these units are reviewed</p> <p>The SMEWG has considered the comments related to Elective Group E (General) advised to:</p> <ul style="list-style-type: none"> <li>Retain <i>AHCPMG409 Implement a pest management plan</i> as it may be useful for workers who deal with feral animals in regional and urban fringe locations.</li> <li>Remove <i>AHCPMG413 Define a pest problem</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Packaging Rules: Could be confusing to implement particularly where units from other TP's do not use the same identifiers to code units. Example PSP investigations Coded 001 to 013, SIT, HTL.</p> <p>The ACM unit coding is loosely tied to the AQF level indicators whereas other TP units provide no indication of the AQF level. RTO's will need to look at each unit and where it was first packaged to determine the AQF level of units.</p>	<p>Thank you for the feedback. Suggestion adopted – the Packaging Rule wording has been revised to be positive.</p> <p>The wording that limits the number of units that have outcomes at a selected AQF level has been used in other qualifications that have been endorsed by the AISC recently. The wording is designed to ensure that RTOs check the outcomes of units that may be selected from other Training Packages (that do not have an AQF indicator in their unit</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Can see the purpose of this restriction (prevent packaging of too many units at AQF 3).</p> <p>Suggested wording - at least 6 of the 10 electives must be coded at AQF 4 or above - easier to read, as the statement tells reader what they can do, as opposed to what they cannot do.</p> <p>OR</p> <p>include more AQF level 4 units in the electives to prevent stacking of level 3 units.</p>	<p>code) and ensure the electives chosen maintain the integrity of the qualification's AQF alignment.</p> <p>Most of the units in TGA have an AQF level indicator in the code and for the units that don't, RTOs can easily read the unit and compare it to the AQF type descriptors and decide which AQF level it reflects. This part is the responsibility of RTOs when creating a training program for learners.</p>
<ul style="list-style-type: none"> <li>Industry Association, WA</li> </ul>	<p>Very happy with the drafts for this qual. Good work in a complex area. I like the inclusion of the PSP units.</p> <p>Agree with 680 regarding unit selection issues. I can't see a solution but is unit cherry picking really a concern?</p>	<p>Thank you for the supportive comments – see response to other comments above regarding the restrictions placed on the selection of electives to maintain the AQF alignment of the qualification.</p>
<ul style="list-style-type: none"> <li>Govt, VIC</li> </ul>	<p>Relevant section of email - Overall Animal Welfare Victoria is very supportive of the changes proposed to the courses and has only a few points for your consideration:</p> <p>1. It is great to see the new unit, ACMNEW3X1 Assess the welfare status of an animal. We have no specific feedback on the contents of the course, however do feel the unit should be added to all animal care and management courses across the board as a core competency. It is particularly important for the animal regulation courses, as those attending these courses may well end up enforcing state animal welfare legislation.</p>	<p>Thank you for the supportive feedback.</p> <p>The new unit <i>ACMNEW3X1 Assess the welfare status of an animal</i> has been included as a core and/or elective in most of the ACM qualifications including the Certificate IV in Animal Regulation and Management (as an elective). It has received strong support from most sectors.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Core Units</b></p> <p>PSPREG008 Act on non-compliance</p> <p>Whilst this unit is core for an AMO role, it isn't really relevant for animal holding or education role, therefore should it be included as part of Core or elective units?</p> <p><b>Elective Units</b></p> <p>If the AMO will be involved in dog attack investigations etc, these elective units are essential for them to do their jobs. It should give them the skills required to undertake an investigation and looks good.</p>	<p>Thank you for the feedback.</p> <p><b>Core units.</b> The SMEWG determined that <i>PSPREG008 Act on non-compliance</i> remain as a core as the knowledge and skills derived from this unit are fundamental to the work undertaken by this sector.</p> <p><b>Elective units</b> – thank you for the supportive feedback.</p>

## Certificate IV in Behaviour and Training - summary of feedback on draft qualification

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>Key points from detailed feedback provided.                      Recommendation: that these “working dog” contexts and courses be kept separate for the time being, unless a need for change can be demonstrated.</p>	<p>Thank you for the detailed feedback provided.                      The SMEWG decided to remove the imported ‘working dog’ units listed as electives in the draft qualification.</p>
	<p>Handling and husbandry is an activity that is necessary to some extent in any role working with animals. It is a central role in some job descriptions or roles</p>	<p><i>ACMGAS301 Maintain and monitor animal health and wellbeing</i> has been added to the electives.</p>
	<p>Recommendation: that Core Units be followed by Electives in:                      - species-specific competencies (at least for the more numerous ones), and - context-specific competencies, referring to Companion animal Services, Animal-assisted Activities, and Exhibited animals – but not all working animals</p>	<p>The Standards for Training Packages 2012 require logical groupings of electives where possible and this has been actioned and supported by the SMEWG.</p>
	<p>Recommendation: to develop Core Units of competency, which cover generic content, with reference within them to some species-specific applications.</p>	<p>The core units are not species specific and can be contextualised to meet the requirements of the workplace and/or species.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC - continued</li> </ul>	<p>In the case of species with a high industry demand, where more depth or specialisation is needed, species-specific Electives to be offered.</p>	<p>Currently, the only behaviour and training related units that are species specific are those for dogs and horses. We do not have the authority or funding from the federal government to create several species-specific units to cover the broad range of animals being trained. Skills Impact will explore the possibility of further ‘species-specific’ units for future projects.</p>
	<p>I proposed that:                      • behavioural science and learning theory should be a Core Unit of Competency.                      This is where these concepts should be listed and spelt out.</p>	<p><b>ACMNEW4X2 Apply animal learning theory and training methodology</b> (<i>revised title - Evaluate animal training methodology and program design</i>) is a core unit and covers behavioural science and learning theory.                      The knowledge evidence in the draft 1 version has been revised with stakeholder and SME input.</p>
	<p>Propose a unit to cover 'undertake training, conditioning and management of animals in a variety of contexts, for a variety of goals, including handling, care and husbandry'</p>	<p><i>ACMGAS306 Assist with conditioning animals</i> has been revised (renamed, recoded and reworked) to <i>ACMGAS4XX Condition behaviour in animals</i>. It covers the points made and is a core unit.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (employer / employee), VIC - continued	I am hoping that it will be possible to include (maybe as part of Performance criteria for the Core Units) something like: "Apply these in relation to at least N = ? species and N = ? contexts."	The revised unit reflects the requirements of industry and AQF level 4 outcomes. The Performance Evidence allows flexibility in the choice of the animal species that can be selected to demonstrate competency.
	<b>ACMGAS306 Assist with conditioning animals</b> This also raises the issue of the level of skill required and therefore being taught: - Assist with conditioning animals - Condition animals - Design and implement a conditioning program for animals	The performance evidence has been written to address different species in different contexts. Most units specify a number of animals and/or species.
	<b>Animal-assisted Services Skill Set</b> Comment: this should be moved to the Core Units, as it has general applicability, not only the Animal Assisted services skill set.	As above <i>ACMGAS306 Assist with conditioning animals</i> has been revised (renamed, recoded and reworked) to <i>ACMGAS4XX Condition behaviour in animals</i> . It covers the points made and is a core unit at that reflects AQF level 4 outcomes.
	<b>ACMCAS409 Provide individual advice on behaviour management and training and ACMCAS410 Conduct group companion animal training classes</b> I don't see any rationale for separating individual from group, with one being Core and the other being an Elective. Many trainers do both, and many of the skills apply to both, with a few being specific to running a group class versus a one-on-one consultation.	The Workforce Functional Analysis at the commencement of the project indicated that not all animal trainers will work in the Animal-Assisted Services sector, and therefore the units in the skill set should be electives in the Certificate IV in Animal Behaviour and Training
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	Reduce total number of units to 16 (8 core and 8 electives) Packaging rules - No more than 3 of the 8 electives selected can be coded with an AQF indicator below level 4 or reflect outcomes below AQF level 4. Core unit selection is OK ACMGAS306 Conditioning unit should be level 4.	Thank you for your feedback. Suggestion adopted. <ul style="list-style-type: none"> <li>Packaging rules revised to - total number of units to 16 (8 core and 8 electives)</li> <li>ACMGAS306 Conditioning unit has been revised, recoded and retitled to reflect AQF level 4 outcomes.</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>Need for an AQF Level 4 Behaviour Conditioning unit</b>  Why would you have a level 4 qualification with the word training in the title and only have a level 3 conditioning unit? If the students are to teach others then their level of knowledge of conditioning should be beyond “assist” with conditioning.  I believe there should be a level 4 conditioning unit. I understand that you do not want a long list of new units, however, you need to include the level 4 conditioning unit for a qualification titled Certificate IV in Animal Behaviour and Training.</p> <p><b>General:</b> If this is a level 4 qualification with “training” in the title there should be a level 4 conditioning unit. How can you teach others if you only “assist” with conditioning?</p>	<p>Thank you for the feedback.</p> <p>Suggestion adopted - ACMGAS306 Conditioning unit has been revised, recoded and retitled to reflect AQF level 4 outcomes.</p>
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>Packaging Rules</b></p> <p>I am really concerned about this qualification being deliverable to trainers in its present format. Given you don't want a level 4 conditioning competency we are left having to use the inappropriate level 3 competency. As our industry group has stated that First Aid is essential, and I assume it is still considered Level 3 that leaves us with no more level 3 competencies to select.</p> <p>Most trainers do not work in shelters so can't compete the animal assessment competency. likewise they do not work with assistance animals, greyhound adoptions or in security. so this means several Group B and all of Group C are not available. The level 5 competency is an important addition and we will certainly offer it as an elective but it not achievable by many trainers who do not work at this level.</p> <p>That leaves us with 5 from group B and First Aid and 4 more to find somewhere. Most trainers would not be able to complete the BSB competencies at level 4 - they either work in clubs or part time in their own business. The Level 4 Sustainability competency is not suitable - we used to use the Level 3 which is now deleted.</p>	<p>Thank you for the feedback.</p> <p>The SMEWG considered this feedback and made several changes to the qualification that should allay the concerns raised. The changes include:</p> <ul style="list-style-type: none"> <li>reducing the number of units required from 18 to 16 units (8 core and 8 electives)</li> <li>Redesigning and recoding the 'Conditioning' unit so that it reflects level 4 outcomes</li> <li>Adding several other units that reflect AQF level 4 outcomes to the listed electives.</li> </ul> <p>Pease refer to updated validation draft.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>So while we have some great new competencies this leaves us less able to deliver than previously when we were allowed to include more competencies from level 3. I know we are only 1 RTO but we've been delivering this course in its many forms for 20 years so I think can speak for others.</p>	
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>Packaging rules</b></p> <p>Just looking over the new competencies in between marking assignments and devising an RPL package for the present course ... We are still in trouble - we thought we could perhaps use ACR403 and CAN404 from Group A but when I read them they are each specific to their industry group. So we are still left with 13 competencies including First Aid. I really don't think we can add 3 BSB competencies so wonder if you would consider (the original) suggestion of 14 competencies</p>	<p>Thank you for the feedback.</p> <p>The SMEWG considered the feedback and revised the packaging rules – refer to the comments above.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p><b>General comments</b></p> <p>I was at the Animal Therapies Ltd. Conference a few weeks ago and received your paperwork regarding the Cert IV you are developing. It's really exciting to find out this is happening!</p> <p>I don't have any experience with reviewing this type of content, and I may have misinterpreted at few things, so please let me know if I am on the wrong track!</p> <p>It seems like the ability to gain RPL from the Cert III in Dog Behaviour and Training will be quite limited, will this discourage people from upgrading their certificates?</p>	<p>Thank you for your supportive comments.</p> <p>The qualification and its related animal behaviour and training units of competency have been developed with industry advice to meet the requirements of animal behaviour and training professional whose work aligns with AQF level 4 outcomes. Generally speaking, it is possible to gain RPL for any unit of competency, including the units in this qualification, as long a person can demonstrate they have met performance requirements set out in the unit and its related Assessment Requirements. The feasibility of RPL and the administration RPL is a matter that will need to be determined by RTOs and individual learners.</p>
	<p><b>Units</b></p> <p>In regard to the core units I feel strongly that there should be an entire unit devoted to understanding <b>Human-Animal Bond</b>, which could include the mechanics involved in facilitating this bond in a clinically useful manner. This includes staying OUT of the way when an animal and client are developing an organic bond, not just helping/guiding</p>	<p>Thank you for your comments re units in the animal-assisted sector.</p> <p>1. <b>Human-Animal Bond</b> - Suggestion adopted – overview of the human-animal bond to be added to PCs and Knowledge Evidence of <i>ACMNEW4X4 Work in animal-assisted service sector</i>.</p>



**Stakeholder Comments and Identified Issues**

the client to interact with the animal. This is the most important thing.  
There must be a 'development of **animal assisted interventions**' unit – whether it is a core, or even fits in to each band of the canine/equine electives. This is vital. There are lots of units on understanding animals – but it looks like there might now be enough content about caring for the client. This is a Cert IV, not a grad dip – so you must assume that people completely untrained in working with mental health, disability or even typically functioning 'clients' will be enrolling.  
- There does not appear to be a 'review of the **research**' **type unit**, designed to help student undertake evidence-based practice in this field. While the evidence base is very limited, it is important for student to understand the scientist-practitioner model. That is, you are not just making things up. You are drawing on the research and theories (such as attachment theory) to inform your intervention design). Without units such as these, the quality of animal assisted interventions may be much lower.  
Identifying limitations of therapy animals is a useful skill. There are no perfect animals, a handler who can identify and work around an animals limitations in a considered and confident way is an experienced handler.  
**Other comments**  
These are just some of my ideas, without fully understanding the course structure. The main feedback that I have is:  
  
- Include much, much more content on Human-Animal Bond  
- Therapeutic underpinnings to animal assisted interventions  
- Current research evaluation (and maybe even design?)  
- Development of animal assisted interventions  
- Where is the practical experience going to come from?  
- Do people who are planning to work with dogs understand that this is not a 'job' yet, unless they are going to be incorporating the animals in to their existing role.

**Consideration and Proposed Resolution**

2. **Animal assisted interventions unit** - Although there is cross over with allied health in the animal-assisted services sector, the ACM units and qualifications are focussed on care of animals. A separate training package contains units for health and disability – this is managed by a different Skills Sector Organisation. Feedback on possible of new units in future work in the animal-assisted services sector has been registered for possible future projects.
3. **Review of the research** - The new unit *ACMNEW4X2 Apply animal learning theories and methodologies*, in the Certificate IV in Behaviour and Training requires research into current, scientifically validated approaches to animal training and learning theory. Research evaluation at this stage is focussed on animal training methodology.
4. **Additional topics:** Skills Impact is aware that there is likely to be a need for further units to be developed for the animal-assisted services sector. This is a new and emerging area which will require research to seek approval for future Training Package components.
5. **Practical experience/work placement** – RTOs that that deliver and assess the units may choose to arrange practical work experience, but this is not mandated in the qualification of the units. would need to organise placements. The Assessment Requirements in the revised and new units of competency have been designed so that a determination of competency must include sufficient demonstration of skills, and that most skills are required to be demonstrated in a workplace with live animals and typical workplace equipment, or an equivalent setting.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Government Department, WA</li> </ul>	<p><b>Support for Certificate IV in Animal Behaviour and Training</b></p> <p>Recognising we are not technical experts, therefore we cannot comment on the technical nature of the units, however in summary we support the following:</p> <ul style="list-style-type: none"> <li>Merging of the three existing certificate III qualifications in to the new Certificate III in Animal Care Services</li> <li>Deletion of the Certificate IV in Pet Styling</li> <li>New qualification Certificate IV in Animal Behaviour and Training</li> </ul>	<p>Thank you for the supportive comments.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>Dog training should use positive reinforcement</p> <p>This industry suffers from lack of regulation that allows training methods such as the use of shock collars in training animals. Anyone can call themselves a dog trainer without any formal training.</p> <p>Units should be developed to use positive reinforcement methods</p>	<p>Thank you for the feedback.</p> <p>Positive reinforcement is referenced/stated in a number of units. Several animal behaviour and training units require knowledge of trainer guidelines for decision making relating to methodologies to select and the consequences of selecting outdated methodologies.</p>
<ul style="list-style-type: none"> <li>RTO, NSW (241)</li> </ul>	<p><b>Description:</b> I think it should not be limited to canines and equines. As a training/behaviour consultant we get request from other species</p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>ACMACR403 This unit currently is about identifying the breed or breed type of the dog, the behaviour of the dog is also in the unit-but this is also covered in new unit ACMNEW3x4. It is important for workers at this level to have a solid knowledge of breeds of dogs and cats and what they were bred for which can explain some of their current behaviours</li> <li>ACMCAS410 animal training classes</li> <li>ACMGAS306 Should be 'Condition Animals'</li> </ul>	<p>Thank you for the feedback.</p> <p>The core units do not specify any particular species and can be applied across species. The only existing species-specific behaviour and training units available for electives are for dogs and horses, which reflects they are some of the more common species that are trained.</p> <p>The qualification is not limited to dogs and horses and the Qualification Description been reworded for clarity:</p> <p><i>The qualification provides <b>options</b> for individuals wanting to work in the animal-assisted services sector; work in animal rehoming / adoption roles or specialise in training different species.</i></p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>ACMACR403 Identify animal behaviour and respond to unwanted behaviours is focused on the animal regulation and management sector. It has been removed from the</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<p>qualification and replaced with <i>ACMNEW3X4 Identify behaviours and interact safely with animals</i>.</p> <ul style="list-style-type: none"> <li>• <i>ACMCAS410 Conduct group training classes</i> – has been changed to cover general animals rather than be dog specific</li> <li>• <i>ACMGAS306 Assist with conditioning animals</i> has been revised (renamed, recoded and reworked) to <i>ACMGAS4XX Condition behaviour in animals</i> that reflects AQF level 4 outcomes and has been made a core unit.</li> </ul>
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p><b>General:</b> Consider qual title and structure to be similar to the Cert III animal services qualification. So</p> <ul style="list-style-type: none"> <li>• CIV Animal Behaviour &amp; Training (Canine), or</li> <li>• CIV Animal Behaviour &amp; Training (Equine), or</li> <li>• CIV AB&amp;T (Wildlife), etc</li> </ul> <p>with each showing specialist field of study, which would cover core units and those electives seen to compliment the associated discipline.</p> <p>This shows the qualification name and the area of specialty.</p> <p>Electives: Could add electives</p> <p>ACMAIM201, and/or</p> <p>ACMAIM202. both focus on behavioural assessment of large animals related to an escape or incident. Potentially useful for exotic animal sector. May need to reword performance assessment due to WHS and Animal Welfare challenges.</p>	<p>Thank you for the feedback.</p> <p>The qualification title has been kept broad as this reflects the typical job roles and work functions covered by the qualification.</p> <p>The only existing species-specific behaviour and training units available for electives are for dogs and horses. There are no behaviour and training units currently available for wildlife or exotic species. SME advice indicates that general training and conditioning techniques are applicable across species. Skills Impact will explore the possibility of developing units applicable to wildlife/exotic species in future projects.</p> <p>The ACMAIM units are indicative AQF level 2 units and not appropriate to list in this qualification.</p>
<ul style="list-style-type: none"> <li>• Industry (employer/employee), National</li> </ul>	<p>ACMGAS306 Agree with 748 - the term condition/conditioning is clearer and more commonly used. (748 comment-Conditioning is training, I encourage the review team to consider removing the term conditioning/condition and replacing it with training/train - it is clearer to the student as to what they are learning. ie. Assist with training animals)</p>	<p>Thank you for the feedback</p> <p>The SMEWG considered the feedback and adopted the terminology <i>conditioning</i> rather than <i>training</i>.</p> <p>Based on feedback and advice from the SMEWG, Group Canine and Group C Equine have been merged into a new Group C Species -specific, with many of the units listed in the earlier draft removed, as they were considered outdated.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Group B I recommend this Group is split into 1. and 2. i.e. 1. working canines and 2. shelter canines or even better this should include cats as well.	Currently, there are no existing units on specifically covering cat behaviour and the SMEWG has not recommended a unit be developed, as the other training and conditioning units in the qualification can be contextualised to train most animal species.
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Descriptor: Agree with feedback provided by others, descriptor states specific species across a range of animals and then specifies canines and equines and electives offered specific to canines and equines. Why not other animals to reflect course title?</p> <p>PR Electives: Could be confusing to implement particularly where units from other TP's do not use the same identifiers to code units. Example CSC canine coded 003 to 007, SIS, HTL.</p> <p>The ACM unit coding is loosely tied to the AQF level indicator whereas other TP units provide no indication the AQF level. RTO's will need to look at each unit and where it was first packaged to determine the AQF level of units.</p> <p>Can see the purpose of this restriction (prevent packaging of too many units at lower AQF). Suggested wording - at least 8 of the 10 electives must be coded at AQF 4 above - easier to read as statement tells reader what they can do, as opposed to what they cannot do.</p> <p>OR</p> <p>include more AQF level 4 units in the electives to prevent stacking of lower level units.</p> <p>ACMGAS306 Agree with others training clearer and also consistent course title</p>	<p>Thank you for the feedback.</p> <p>The core units do not specify any particular species and can be applied across species. The only species-specific behaviour and training units available for electives were for dogs and horses. These appear to be common species used in training.</p> <p>The qualification is not limited to dogs and horses and the Qualification Description been reworded for clarity:</p> <p><i>The qualification provides <b>options</b> for individuals wanting to work in the animal-assisted services sector; work in animal rehoming / adoption roles, or specialise in training different species.</i></p> <p>Packaging rules: the SMEWG considered the feedback and adopted the positive wording suggested.</p> <p>ACMGAS306 Assist with conditioning animals has been revised (renamed, recoded and reworked) to ACMGAS4XX Condition behaviour in animals that reflects AQF level 4 outcomes and has been made a core unit. The SMEWG considered the feedback and adopted the term <i>conditioning</i> rather than <i>training</i>.</p>
<ul style="list-style-type: none"> <li>Industry (employer/employee), SA</li> </ul>	<p><b>Entry Requirements:</b> I struggle to believe that someone with no prior work in the industry would be able to undertake a Cert IV and come out with a qualification of animal trainer or training consultant. Experience in the industry or at least something more than having a pet at home will strengthen the completion rate for this certificate. Study at this level for anyone not familiar with the animal care industry will be very difficult.</p>	<p>Thank you for the feedback.</p> <p>The SMEWG considered all feedback about entry requirements and determined that:</p> <ul style="list-style-type: none"> <li>the core units would build the skills required and advice on delivery sequence to be provided in the Companion Volume Implementation Guide . (It is worth noting that unlike many Certificate IV qualifications that are undertaken as post trade pathways, this the entry level animal and behaviour practitioner qualification, and barriers to entry is not desirable).</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	ACMNEW5X1: How does one define complex? A greater knowledge than a Cert IV is required to manage such complex behaviours as separation distress, aggression etc. Functional assessment and analysis is required for these behaviours as well as a behaviour analysis model. Manage and modify some animal behaviour situations but not complex.	<ul style="list-style-type: none"> <li>advice be added to the qualification description that the qualification is for <i>individuals with experience working with and caring for animals</i>.</li> </ul> <p>The feedback on ACMNEW5X1 has been considered by the SMEWG and the unit reviewed and retitled to <i>Work collaboratively to manage complex animal behaviour</i>.</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Description:</b> Agree with 241, by not making it species specific it will allow more RTOs to deliver with their specialty including zoos.</p>	<p>Thank you for the feedback. Please refer to detailed response to 241 above i.e. (The core units do not specify any particular species and can be applied across species. The only species-specific behaviour and training units available for electives were for dogs and horses. These appear to be common species used in training. The qualification is not limited to dogs and horses.)</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>General:</b> This qualification is great, however you would need to be working in industry with access to animals that are available to be trained. This qualification will also be hard to deliver without appropriately qualified staff which will mean that the organisations that teach this qualification will be less than those of general qualifications</p> <p><b>WE NEED TWO Certificate IV qualifications.</b> Not everyone that wants to do a higher qualification in Animal studies wants to be a behaviour and training expert. By removing the Certificate IV in Companion Animals Only those interested in Behaviour can compete a higher level qualification. I strongly advise that we do not restrict ourselves to just one Certificate IV that covers a narrow field There are many people interested in working in the industry that would like to study at a level 4 without specializing. I would suggest that there be a Certificate IV in Manage Companion Animals as well this new qualification. I would suggest that that core units would include ACMCAS401 Compliance, ACMCAS404 Develop enrichment and ACMWHS401 WHS.</p> <p>ACMGAS301 Maintain and Monitor Animal health and wellbeing could be expanded to a level 4 unit that looks at managing the health of Companion Animals and could be modeled on the Manage Animal Health in Research Animals in the Diploma of Animal technology. This would</p>	<p>Thank you for your supportive feedback for the Certificate IV in Behaviour and Training. The issues raise regarding suitably qualified trainers are outside the scope of this project.</p> <p>After receiving feedback on the need for a more general supervisory animal care industry qualification, a <i>Certificate IV in Animal Care Facility Management</i> was developed and released for feedback on 13 March 2020, which allows for two specialisations:</p> <ul style="list-style-type: none"> <li>Exhibited animal facilities</li> <li>Companion animal facilities.</li> </ul> <p>The qualification also includes the suggested units:</p> <p>ACMCAS401 Compliance, ACMCAS404 Develop enrichment and ACMWHS401 WHS, ACMGAS301 Maintain and Monitor Animal health and wellbeing, ACMCAS406 Companion Animal breeding, BSBSMB407 Manage a small team</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>also be included as a core once the level was increased. This would give 4 level 4 core units and then electives would need to be included. 90% of students studying want more practical experience with animals so it would be important to allow for at least 3 to 5 Species related unit to be included as well as units such as ACMCAS406 Companion Animal breeding and perhaps several general units that do include behaviour as I do believe that at least one or two behaviour units is important when learning to work with animals. Manage a small team BSBSMB407 may also be useful so that students can progress to management level within their chosen area of the industry</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>Description:</b> I agree with 241 and 953. This should not be restricted to certain animals</p> <p>All animals including fish can be trained using POSITIVE reinforcement.</p> <p>ACMGAS306 I agree with 748 and 1000 The term conditioning is appropriate to the context in industry (Agree with 748 - the term condition/conditioning is clearer and more commonly used.)</p> <p>ACMAIM Electives: 990 you would not want many level 2 units in a Certificate IV qualification</p> <p>(General near mapping: This should not be removed But should be enhanced so that we can offer a high level qualification to those not interested solely in behaviour. See comments on first page</p>	<p>Thank you for the feedback.</p> <p>Please refer to detailed responses above i.e. the qualification is applicable to all species. It has some species specific electives for dogs and horses as these are the only existing units available.</p> <p>ACMGAS306 - The SMEWG considered the feedback and adopted the terminology <i>conditioning</i> rather than <i>training</i>.</p> <p>The ACMAIM units are indicative AQF2 units. They are included in the Captive/Exhibited animal qualification as electives.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p><b>Description:</b> I do think that the qualification received at the end of this course should have the option to have the animal listed eg cat, dog, captive, equine.</p> <p>Re removing training. I would not employ anyone to work with animals who did not want to know how best to condition/ train them. Without that any handling between the human and animal would be fraught with misunderstanding and stress for the animal and for the handler!</p>	<p>Thank you for the feedback.</p> <p>Please refer to detailed response above i.e. the qualification is applicable to all species. It has some species specific electives for dogs and horses as these are the only ones available. Currently, units for cats and captive animal behaviour and training do not exist.</p> <p>ACMGAS306 Assist with conditioning animals has been revised (renamed, recoded and reworked) to ACMGAS4XX Condition behaviour in animals that reflects AQF level 4 outcomes and has</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		been made a core unit. The SMEWG considered the feedback and adopted the term <i>conditioning</i> rather than <i>training</i> .
<ul style="list-style-type: none"> <li>Industry Association, WA</li> </ul>	<p><b>Qualification Mapping:</b> agree not equivalent. Overall, the qual looks great. Well done to all involved. There needs to be a statement in the qualification description indicating that this is not an entry level qualification and that prior experience in animal care work is required.</p>	<p>Thank you for the supportive feedback.</p> <p>Suggestion adopted. The descriptor has been modified to indicate that prior experience in animal care work is required.</p> <ul style="list-style-type: none"> <li><i>(the qualification) describes the skills and knowledge required for individuals with experience in working or caring for animals to ...</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, SA</li> </ul>	<p>ACMNEW3X1 (Core Units): I believe that this qualification requires more skill development in the care and husbandry of dogs and horses embedded into the core units. Units such as SPE304 Provide basic care of dogs and/or ACMGAS301 Maintain and monitor animal health and wellbeing. To be able to provide instruction on behaviour and training, learners must have a sound understanding of ideal general health to enable all graduates to advocate for the health and wellbeing of the animals they will be conditioning/training. While the proposed new unit, ACMNEW3X1 Assess the welfare status of an animal does consider the overall welfare of an animal, there is currently no general health care and maintenance aspects of this unit (anatomy and physiology principles are surely integral to assessing animal behaviour?) There may also be a need to elevate the AQF level of this qualification and/or several of the units contained within, considering that learners are required to 'develop and design' training programs within this qualification.</p>	<p>Thank you for the feedback. The SMEWG has determined the final core and elective unit packaging arrangements. There is strong support for the qualification to be applicable to all species. Canine and equine specific units are included in the electives.</p> <p>Based on feedback, the SMEWG agreed to add the following units to the General Electives:</p> <ul style="list-style-type: none"> <li><i>ACMGAS301 Maintain and monitor animal health and wellbeing</i></li> <li><i>ACMCAN404 Develop, monitor and review behavioural husbandry strategies</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, SA</li> </ul>	<p><b>ACMVET411:</b> Should any unit where a student has to prepare, deliver and review be a level 5?</p> <p><b>ACMCAN404:</b> Again,? level 5 (Develop, monitor, review)</p>	<p>Thank you for the feedback. While both of these units are outside the scope of the project to change, Skills Impact consider the outcomes of these units reflect AQF 4 level outcomes. It is also worth noting that there are similar performance descriptors (for example – prepare, develop, monitor and review) used across a wide range of units with an AQF level 4 indicator in their code in many training packages, including the TAE Training and Education Training Package.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>General:</b> agree with 241 canine and other species or just domestic species (241 comment - I think it should not be limited to canines and equines. As a training/behaviour consultant we get request from other species)</p> <p><b>ACMNEW5X1:</b> 956 this unit is about training/conditioning behaviours, not behaviour modification or treatment. Complex would be defined as more than a simple behaviour like teaching a dog to sit.</p>	<p>Thank you for the feedback. The SMEWG has determined the final core and elective packaging. There is strong support for the qualification to be applicable to all species. Canine and equine specific units are included in the electives.</p> <p>Thank you for the clarification of 'complex' behaviour.</p>
<ul style="list-style-type: none"> <li>Industry (employer/employee), SA</li> </ul>	<p><i>No entry requirement</i> - I am saddened by this. Some industry experience or some other animal qualification should be mandatory. However, I am aware I am probably fighting a losing battle on this one</p> <p><i>Group E Business</i></p> <p>Agree with inclusion of customer service units. People think that dog training is working with dogs but that is a long way from the truth. We have to work with and encourage the dog's guardian because without their cooperation, none of our hard work will pay off. The guardians have to do their homework</p> <p>Follow up /suggestion of adding a potential new unit on training dogs using positive reinforcement techniques (new unit).</p>	<p>The SMEWG considered all feedback about entry requirements and determined that:</p> <ul style="list-style-type: none"> <li>the core units would build the skills required and advice on delivery sequence to be provided in the Companion Volume Implementation Guide . (It is worth noting that unlike many Certificate IV qualifications that are undertaken as post trade pathways, this is the entry level animal and behaviour practitioner qualification, and barriers to entry is not desirable).</li> <li>advice be added to the qualification description that the qualification is for <i>individuals with experience working with and caring for animals</i>.</li> </ul> <p>Thank you for the supportive feedback re Group E electives.</p> <p>The suggestion for a potential new unit has been forwarded to the Animal Care and Management Industry Reference Committee for a possible future project.</p>
<ul style="list-style-type: none"> <li>Industry (employer/employee), VIC</li> </ul>	<p>I have been training dogs professionally for 15 years and in the last 5 years I have been specialising in greyhounds that have transitioned to domestic living. I am currently providing behavioural support for a rehoming organisation here in Melbourne. I am also in the midst of achieving my Cert IV TAE and would love to provide education for learners about working with greyhounds.</p>	<p>Thank you for your feedback</p> <p>There are a number of units and skill sets in the Racing Industry Training Package relating to greyhound behaviour and adoption/rehoming, and some have been 'imported' into the Certificate IV in Animal Behaviour and Training, but we are unable to make any changes to them as they are outside the scope of the project.</p> <p>The project is focused on animals in general and hopefully applicable to a range of animal care workplaces.</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>This qualification Training is very specialised and there will be limited number of potential students. There is certainly a market for it but I don't think it is as large as assumed.</p>	<p>Thank you for your feedback and information about delivery.</p> <p>The qualification has been designed with industry advice to meet their needs to train animal behaviour and training practitioners.</p>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Also, students really need to be working in a behavioural area, guide dogs etc to be able to meet the requirements of many of the units and our educational facilities cannot do that. The educational areas also need qualified behaviourists to teach this qualification. We are lucky enough to have 2 on staff (with an internationally recognised qualification but this would be rare).</p>	<p>RTOs will choose to add the qualification to their scope of registration depending on demand, resources and expertise.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p><b>Units</b></p> <p>In regard to the core units I feel strongly that there should be an entire unit devoted to understanding Human-Animal Bond, which could include the mechanics involved in facilitating this bond in a clinically useful manner. This includes staying OUT of the way when an animal and client are developing an organic bond, not just helping/guiding the client to interact with the animal. This is the most important thing.</p> <ul style="list-style-type: none"> <li>- There must be a 'development of animal assisted interventions' unit – whether it is a core, or even fits in to each band of the canine/equine electives. This is vital. There are lots of units on understanding animals – but it looks like there might now be enough content about caring for the client. This is a Cert IV, not a grad dip – so you must assume that people completely untrained in working with mental health, disability or even typically functioning 'clients' will be enrolling.</li> <li>- There does not appear to be a 'review of the research' type unit, designed to help student undertake evidence-based practice in this field. While the evidence base is very limited, it is important for student to understand the scientist-practitioner model. That is, you are not just making things up. You are drawing on the research and theories (such as attachment theory) to inform your intervention design). Without units such as these, the quality of animal assisted interventions may be much lower.</li> <li>- Identifying limitations of therapy animals is a useful skill. There are no perfect animals, a handler who can identify and work around an animals limitations in a considered and confident way is an experienced handler.</li> </ul>	<p>Thank you for your comments re units in the animal-assisted sector.</p> <ol style="list-style-type: none"> <li>1. The Human-Animal Bond is a large and complex area of knowledge and has been strengthened in the revised unit ACMNEW4X5 Manage animals and facilitate human-animal interaction in animal-assisted services. This feedback will be registered for possible inclusion in future work in the animal-assisted services sector.</li> <li>2. Although there is cross over with allied health in the animal-assisted services sector, the ACM units and qualifications are focussed on care of animals. A separate training package contains units for human health and disability – this is managed by a different Skills Service Organisation. Again, this feedback will be registered and researched for possible inclusion in future work in the animal-assisted services sector.</li> <li>3. The new unit Evaluate training methodologies and program design, in the Certificate IV in Behaviour and Training requires research into current, scientifically validated approaches to animal training and learning theory.</li> <li>4. Skills Impact is aware that there is likely to be a need for further units to be developed and potentially a separate qualification for the animal-assisted services sector.</li> </ol>

## Certificate IV in Animal Facility Management - summary of feedback on draft qualification

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<b>GENERAL / BACKGROUND</b>	
<ul style="list-style-type: none"> <li>Background – wildlife and exhibited animal sector</li> </ul>	<p>This qualification contains two specialisations for different animal care sectors and crosses two projects running concurrently, namely <i>Pet Care and Training</i> and the <i>Exhibited Animal and Marine Wildlife Response</i> projects.</p> <p>The <i>Certificate IV in Animal Facility Management</i> was proposed after a draft <i>Certificate IV in Wildlife and Exhibited Animal Management</i> qualification was prepared. There were strong synergies between the proposed companion animal and exhibited animal qualifications at this level.</p> <p>Developing one qualification with two specialisations for the companion animal sector and the exhibited animal sector was viewed as providing flexibility and mobility across the animal care industry meeting Government objectives.</p> <p>Skills Impact emailed the SMEWG for the Exhibited Animals Project to determine their preference for the proposed Certificate IV in Animal Facility Management OR the revised Certificate IV in Wildlife and Exhibited Animal Management.</p> <p>The majority of responses from the Exhibited Animals Project SMEWG supported the draft Certificate IV in Animal Facility Management as a replacement for the draft Certificate IV in Wildlife and Exhibited Animal Management qualification.</p> <p>Feedback, including additional elective units, was also provided by this sector.</p>
<b>FEEDBACK</b>	
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>Thank you for the feedback. The SMEWG reviewed the feedback and retained the current electives.</p> <p>The rationale for the elective units is:</p> <ul style="list-style-type: none"> <li><i>ACMCAN311 Care for young animals</i> - feedback indicated that in the exhibited animal sector the unit is considered more appropriate for experienced workers and may not be selected as an elective in the Certificate III</li> <li><i>CPPDSM4040 Contribute to asset life cycle maintenance strategy</i> (and <i>BSBPMG417 Apply project life cycle management processes</i> were added in response to SMERWGA advice that large scale facilities need workers with these skills.</li> <li><i>SITGDE005 Prepare and present tour commentaries and activities</i> was requested by exhibited animal stakeholders. It is acknowledged there is some overlap between this unit and <i>ACMCAN302 Prepare and present information to the public</i>, but</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		the latter unit does not specify the undertaking of activities with the tour participants that some workplaces require.
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	ACMGAS4XX: I thought the term "condition" was not being used in the animal training sphere anymore	The SMEWG considered the feedback and adopted the terminology <i>conditioning</i> in this unit.
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	Excellent additional qualification and something that was definitely missing from the mix of animal quals.	Thank you for the supportive feedback
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>(This section copied from CIV Behaviour &amp; Training feedback)</p> <p><b>WE NEED TWO Certificate IV qualifications.</b> Not everyone that wants to do a higher qualification in Animal studies wants to be a behaviour and training expert. By removing the Certificate IV in Companion Animals Only those interested in Behaviour can compete a higher level qualification. I strongly advise that we do not restrict ourselves to just one Certificate IV that covers a narrow field There are many people interested in working in the industry that would like to study at a level 4 without specializing. I would suggest that there be a Certificate IV in Manage Companion Animals as well this new qualification. I would suggest that that core units would include ACMCAS401 Compliance, ACMCAS404 Develop enrichment and ACMWHS401 WHS.</p> <p>ACMGAS301 Maintain and Monitor Animal health and wellbeing could be expanded to a level 4 unit that looks at managing the health of Companion Animals and could be modelled on the Manage Animal Health in Research Animals in the Diploma of Animal technology. This would also be included as a core once the level was increased. This would give 4 level 4 core units and then electives would need to be included. 90% of students studying want more practical experience with animals so it would be important to allow for at least 3 to 5 Species related unit to</p>	<p>After receiving feedback on the need for a more general supervisory animal care industry qualification, a <i>Certificate IV in Animal Care Facility Management</i> was developed and released for feedback on 13 March 2020, which allows for two specialisations:</p> <ul style="list-style-type: none"> <li>Exhibited animal facilities</li> <li>Companion animal facilities.</li> </ul> <p>The qualification also includes the suggested units:</p> <p>ACMCAS401 Compliance, ACMCAS404 Develop enrichment and ACMWHS401 WHS, ACMGAS301 Maintain and Monitor Animal health and wellbeing, ACMCAS406 Companion Animal breeding, BSBSMB407 Manage a small team</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>be included as well as units such as ACMCAS406 Companion Animal breeding and perhaps several general units that do include behaviour as I do believe that at least one or two behaviour units is important when learning to work with animals. Manage a small team BSBSMB407 may also be useful so that students can progress to management level within their chosen area of the industry</p>	
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul> <p>Looking at these documents, I feel The Cert IV in Animal Facility Management (Wildlife and Exhibited Animals) is directly comparable to the Cert IV in Wildlife and Exhibited Animal Management, but can see that the first option is more deliverable across different industry bodies.</p> <p>Looking at the Cert IV in Animal Facility Management (Wildlife and Exhibited Animals) (either really as have similar units), I would suggest the following:</p> <p><b>Group A</b> - In the make up, it has 4 units from electives in Group A, I think this is a typo and you really mean Group B. If this is the case then it makes sense and I agree (if it does mean Group A, then these are irrelevant for the zoo industry).</p> <p>In <b>Group B</b> it has a revised unit ACMCAN4X8 Oversee enclosures or exhibit operations (revised title/unit), is this comparable to ACMCAN402 manage enclosures and exhibits? I find this unit to be really comprehensive with both exhibit design info, operations and staffing requirements including budgets and recruitment. Would love this unit to be included or its elements included in the new unit if it really needs to be revised.</p> <p>For <b>Group C</b>, it would be great to add the following units to the list, as I feel they are more important skills for a senior keeper. There are too many units focused around managing a small business, instead of managing a team, leadership, communication and conservation messages.</p> <p>ACMACR407 Conduct Community Awareness Programs</p> <p>BSBLDR401 Communicate effectively as a workplace leader</p> <p>BSBLD402 Lead effective workplace relationships</p>	<p>Thank you for the detailed and supportive feedback.</p> <p><b>Group A</b> – typo fixed. Group B applies to wildlife and exhibited animals.</p> <p><b>Group B</b></p> <ul style="list-style-type: none"> <li>• ACMCAN4X8 combines the content of ACMCA402 and ACMCAN501. The units were merged in response to SMEWG advice.</li> </ul> <p><b>Group C</b> – Suggestion adopted – units added as electives:</p> <ul style="list-style-type: none"> <li>• <i>ACMACR407 Conduct Community Awareness Programs</i></li> <li>• <i>BSBLDR401 Communicate effectively as a workplace leader</i></li> <li>• <i>BSBLD402 Lead effective workplace relationships</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>These are just my thoughts as a trainer and assessor delivering these courses as a senior keeper with a long time in the industry.</p>	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>From a captive animal and wildlife perspective neither seems to adequately address the industry. The Certificate IV in Animal Facility Management does cover key units like enrichment, conditioning, behaviour and welfare as part of their packaging rules - but it lacks many industry units found in the Group A electives within the Certificate IV in Wildlife and Exhibited Animal.</p> <p>On the other hand the Certificate IV in Wildlife and Exhibited Animal lacks in their elective list the following key units (which really should be in the Group A list)</p> <p>ACMCAS404 Develop enrichment strategies for animals</p> <p>ACMGAS4XX Condition animal behaviour</p> <p>ACMNEW4X1 Conduct animal behavioural suitability assessments</p> <p>ACMACR405 Assist with the euthanasia of animals</p> <p>Furthermore, what is also missing from both are options regarding developing and leading tours. It's odd that there are unit options on developing and managing plantation systems but none on tours? Although plantation based units are very important, it's far more likely that senior staff will be involved in developing interactive tours.</p> <p>So overall I would suggest (in order of preference)</p> <p><b>Option A</b></p> <p>That Group A electives from Certificate IV in Animal Facility Management are imported into the Group A electives of the C4 in Wildlife and Exhibited Animal (especially the ones shown above): and that some elective units regarding developing interactive tour operations are also imbedded as electives into the C4 in Wildlife and Exhibited Animal;</p> <p><b>Option B</b></p>	<p>Thank you for the detailed feedback. The SMEWG has considered and discussed the feedback and adopted the following suggestions.</p> <p><b>Group A</b> electives within the Certificate IV in Wildlife and Exhibited Animal</p> <ul style="list-style-type: none"> <li>The following Group A electives from the draft CIV In Wildlife and Exhibited Animals have been added as electives to ensure all units are included in the relevant specialisation: <ul style="list-style-type: none"> <li><i>ACMAIM401 Coordinate large animal movement and evacuation</i></li> <li><i>ACMAIM402 Develop a large animal incident response plan for an organisation</i></li> </ul> </li> </ul> <p><b>Elective choices</b></p> <ul style="list-style-type: none"> <li>ACMCAS404, ACMGAS4XX, ACMNEW4X1 &amp; ACMACR405 are listed in Group A in the Cert IV in Animal Facility Management. They are applicable to both sectors. The packaging rules allow these units to be selected for Wildlife and Exhibited Animals also.</li> <li>Electives relating to tours - SITTGDE005 Prepare and present tour commentaries and activities was listed in Group D. The unit has been moved to Group B.</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>If that's not possible then import the Group A electives (from C4 wildlife management) into the Group B elective list for Certificate IV in Animal Facility Management; or</p> <p><b>Option C</b></p> <p>Failing all the above and if no changes were possible, I would opt for the Certificate IV in Animal Facility Management as it covers broader unit options and also covers key units linked to welfare, behaviour, training and enrichment.</p>	
<ul style="list-style-type: none"> <li>Govt, VIC</li> </ul>	<p>...I would like to share the feedback we have from (our organisation's teams) on the new course materials. I apologise for the delay in providing this feedback, however COVID-19 projects have resulted in changing priorities and limited resources.</p> <p>Overall (our organisation) is very supportive of the changes proposed to the courses and has only a few points for your consideration:</p> <ol style="list-style-type: none"> <li>It is great to see the new unit, ACMNEW3X1 Assess the welfare status of an animal. We have no specific feedback on the contents of the course, however do feel the unit should be added to all animal care and management courses across the board as a core competency. It is particularly important for the animal regulation courses, as those attending these courses may well end up enforcing state animal welfare legislation.</li> <li>Certificate IV in Animal Care Facility Management (replacing ACM40317 Certificate IV in Companion Animal Services) has some implications for our Commercial Dog Breeder Scheme, as the competencies required for approval under that scheme refer to the applicant having a Cert IV in Companion Animal Services (or equivalent). Is the new course to be structured with electives, so a student can select electives from Group A, being Companion Animals, rather than electives regarding Wildlife or Exhibition Animals?</li> </ol>	<p>Thank you for the supportive feedback.</p> <ol style="list-style-type: none"> <li>The new unit <i>ACMNEW3X1 Assess the welfare status of an animal</i> has been included as a core and/or elective in most of the ACM qualifications. It has received strong support from most sectors.</li> <li>The <i>Certificate IV in Animal Care Facility Management</i> (replacing ACM40317 Certificate IV in Companion Animal Services) has elective specialisations in either companion animals or wildlife or exhibited animals. The specialisation will be listed on the qualification certificate (testamur).</li> <li>The project has also developed a Skill Set that may be of interest - <i>ACMSS000X5 Animal Breeder Skill Set</i>.</li> </ol>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Pre-requisite Qualifications (entry requirements): This would impact the cohort greatly. Many of the students are either looking to transition due to a change in career and thus may be coming from very different industries, we also have students from High school. I feel that this will actually impact the number of students that will be able to enrol.</p> <p>I am not sure why there is a need for a pre-requisite qualification as this also affects funding for many of our students transitioning into different careers. Also if you are to do a pre-requisite qualification I think Certificate III is too high and if it must be included that we look at doing a certificate II in Animals Studies or higher, the same as Certificate IV in Veterinary nursing. I would like to advise against it for this particular qualification though.</p>	<p>Thank you for the feedback.</p> <p><b>Entry requirements</b></p> <p>The entry requirements have been added because this Certificate IV is designed as post trade qualification for experienced workers wanting to move into supervisory or more senior roles (rather than new entrants or a pathway for secondary school students).</p> <p>The SMEWG have reviewed and supports the retention of the entry requirements that have been modified to allow more flexibility.</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Just a few things I would like to add: The title is not very well inviting to students. Could I suggest that it be something such as <i>Certificate IV in Animal Care Management</i> might be better.</p> <p>Many students wishing to work with the companion animal field will shy away from the words <b><u>animal facility</u></b>.</p> <p>There is also the potential that entry requirements for this qualification may be hard for students to obtain: <u>especially 2 years in relevant workplace experience working at Certificate III level or above in an animal care facility and has demonstrated the ability to independently provide husbandry care for a variety of species or breeds.</u> I am not sure exactly where you are expecting them to work.</p>	<p>Thank you for the feedback.</p> <p><b>Title</b></p> <p>The SMEWG supports the current title <i>Certificate IV in Animal Facility Management</i> as it reflects the intent of the qualification in supervising/coordinating or providing technical expertise in animal care within organisations (facilities).</p> <p><b>Entry requirements</b></p> <p>Please refer to response above</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>The Certificate IV in Companion Animal Services is a long running</b> program (ACM40317 equivalent to ACM40310 before that) with established pathways both to and from the qualification. Both these qualifications did not have entry requirements. What is the evidence that they are needed for the proposed qualification?</p> <p>The entry requirement will be a barrier to new students, particularly those switching careers who are not eligible for</p>	<p>Thank you for the feedback.</p> <p><b>Entry requirements</b></p> <p>The entry requirements have been added because this Certificate IV is designed as post trade qualification for experienced workers wanting to move into supervisory or more senior roles (rather than new entrants or a pathway for secondary school students).</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>subsidised training at the Certificate III level, representing a time and cost barrier. Also a barrier to many learners who are not new to the industry, who may have a Certificate II in Animal Studies and/or less than the stipulated time in the workplace. These barriers serve to thin the market for providers and have the potential to make courses unviable and training for this industry less available.</p>	<p>The SMEWG have reviewed supports the retention of the entry requirements that have been modified to allow more flexibility.</p> <p><i>ACM40X20 Certificate IV in Animal Facility Management</i> has significant differences in the core and elective structure to <i>ACM40317 Certificate IV in Companion Animal Services</i> and two are not equivalent.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Too me it looks like the Certificate IV in Wildlife and Exhibited Animal Management duplicates what is in Certificate IV in Animal Facility Management</p> <p>The facility management course looks a better structure and easier to adapt to a range of facilities. IN FAVOUR I think there is a typo in the course structure though for the Wildlife and exhibited animal facility stream;</p> <p>For the award of the Certificate IV in Animal Facility Management (Wildlife and exhibited animals) choose:</p> <ul style="list-style-type: none"> <li>at least 4 units from the electives in Group A should be Group B</li> <li>up to 3 units from the electives listed in Groups A to C (not already selected) or currently endorsed Training Package or accredited course.</li> </ul>	<p>Thanks for the supportive feedback. Group B electives relate to Wildlife and Exhibited Animals. The packaging rules allow units that cross both sectors to be selected from Group A. The typo in the Groupings has been corrected.</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>Group A Companion animal shelter/boarding facilities Do any of these units cover the capture, use and monitoring of data? Particularly in terms of population in care data?</p> <p>Group B - Wildlife and exhibited animal facilities ACMCAN311 Care for young animals is appropriate for shelter qual as well</p>	<p>Suggestion adopted – <i>TLIE4013 Apply workplace statistics</i> unit added as elective and the request for an animal population health care data capture and management unit has been registered.</p> <p>Packaging Rules – it is possible to select ACMCAN311 Care for young animals regardless of which specialisation is selected.</p>



## Proposed qualifications for deletion

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution	
<b>Certificate IV in Pet Styling</b>		
<ul style="list-style-type: none"> <li>Government, WA</li> </ul>	<p><b>Support for qualification deletion</b>            Recognising we are not technical experts, therefore we cannot comment on the technical nature of the units, however in summary we support the following:</p> <ul style="list-style-type: none"> <li>Merging of the three existing certificate III qualifications in to the new Certificate III in Animal Care Services</li> <li>Deletion of the Certificate IV in Pet Styling</li> <li>New qualification Certificate IV in Animal Behaviour and Training</li> </ul>	<p>Thank you for the supportive comments on the proposed redesigned qualifications.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), WA</li> </ul>	<p><b>Q3 In your view is the deletion of this component necessary? No</b>  <b>Q4 Please let us know why you have made this selection.</b>            I feel this course needs to be re visited rather than deleted. It is very unclear in the new Cert III where the cert IV extension subjects ACMGRM406 Carry out breed standard styling on dog breed groups and ACMGRM405 Groom cats of different breeds and coat types will be able to be covered? I am assuming they fit in as the extra 1 subject that is added in as an elective of the Cert III (up to 1 unit in any currently endorsed training package) but without this course these subjects are no longer part of an endorsed training package so are floating with nothing to attach them to.</p>	<p>Thank you for the feedback.            The SMEWG confirmed the proposed deletion of the Certificate IV in Pet Styling due to significant duplication with the Certificate III in Pet Grooming. Therefore, two new skill sets have been proposed to cover advanced grooming skills:</p> <ul style="list-style-type: none"> <li><b>Advanced Dog Grooming Skill Set</b> provides individuals with the skills and knowledge to groom the different coat types that occur in dog breed groups recognised by the Australian National Kennel Council and to identify companion animal coat and skin conditions.</li> <li><b>Cat Grooming Skill Set</b> provides individuals with the skills and knowledge to handle and groom cats of different breeds and coat types.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><b>Q3 In your view is the deletion of this component necessary? No</b>  <b>Q4 Please let us know why you have made this selection.</b>            As one of the very few organisations that deliver this qualification, I feel we can give honest and reasonable feedback on this course. The certificate IV in Pet Styling is a warranted and much needed qualification that needs to remain. As an industry we should welcome education and the opportunity to achieve a Nationally Recognised Qualification that those that wish to develop their skills, and to have a point of difference within the industry can aspire to. The business component of this course is incredibly valuable to the groomer both self-employed and those working in either franchises or within smaller grooming establishments. They can cover all business</p>	<p>Thank you for the feedback. Refer to the comments above.</p> <p>In addition, the proposed Certificate IV in Animal Facility Management also provides a pathway for those completing the Certificate III in Animal Care Services. It offers a range of units, including business skills, designed for those supervising or managing animal care facilities.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>related subjects which is surely most helpful to all employable staff. The feedback from students going into this qualification is that they hope to study breed specific grooms and business related subjects to help them develop or progress their businesses. The business units will also be of future assistance to groomers who as yet, are not in the position or currently have the confidence to start their own business. For those groomers that feel they have knowledge and skills beyond a Certificate III, the Certificate IV is a real possibility. Grooming is predominately a female industry, are women under represented in the vocational sector – and if they are is this decreasing their options for study? Courses enhance flexibility for women who may have childcare responsibilities and the Cert IV in particular assists women to become both business owners and more financially viable. With the recent promotion of our industry with shows such as “Pooch Perfect”, Mastergroom and even Kmart stocking “Toy Grooming Salons” the interest in our courses is now at an all-time high to take away a Nationally Recognised Qualification is not progression, Victoria does not recognise skill sets as a funded model thus limiting the opportunities for students to study the advanced grooming units and further breed specific education. The demographic of our students has historically shown us that for these students to achieve the completion of a qualification and have the ability to set their sights on a higher level of achievement can not only be life changing but it means better outcomes for our industry as a whole. We don't want to be in a position where the industry then no longer has any means of progressing once they have completed the Cert III and with skill sets not a funded possibility in Victoria it will mean that training organisations may not be able to deliver the skill set.</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Creation of orphan units and current enrolments in qualification</p> <p>Proposed for deletion and replaced with new skill sets. Are there any units in this qualification that will be orphaned as a result of the qualification deletion? Also note there is one RTO in Victoria with current enrolments in this course.</p> <p>Retention of ACMCAS404 and ACMGRM404 if Certificate IV in Pet Styling is not deleted. These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.</p>	<p>Thank you for the feedback. Refer to the comments above.</p> <p>While there is no requirement in the Standards for Training Packages 2012 that prevents 'orphan' units, all revised and new units created as part of this project are proposed for inclusion in a qualification or skill set.</p>

## Summary of feedback on draft Skill Sets

### Revised Skill Sets

#### ACMSS00007 Microchip Implantation for Dogs and Cats Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback	

#### ACMSS00016 Promote Animal Health in Remote Communities Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback	

### New Skill Sets

#### ACMSS0000X5 Animal Breeder Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Support for skill sets</p> <p>Thankyou for your time during the webinars and for answering the questions, I will go through my relevant qualifications over the next week and make comment, but I just wanted to give feedback on the skill sets that are currently suggested and I feel they will all be very useful for the industry, being able to offer skill sets are great for smaller organisations for eg dog breeding will be useful with the current changes in legislation for dog breeders to allow them to gain the skills and knowledge to ensure the welfare of the dogs in their breeding programs being maintained at an acceptable level.</p>	<p>Thank you for the supportive comments.</p>

#### ACMSS0000X6 Animal Facility Management Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback	Note – this Skill Set is not proceeding. It has been replaced by Cert IV in Animal Facility Management and a new Animal Shelter Worker Skill Set

ACMSS0000X1 Advanced Dog Grooming Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback	

ACMSS0000X2 Cat Grooming Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback	

ACMSS0000X3 Animal Management Coordination in Remote Communities Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback	

ACMSS0000X7 Animal Shelter Worker Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Suggested Animal Shelter Worker Skill Set</b>                      Re: Possible Animal Shelter skillset that we spoke about ... I suggest that the following units are available as a package for shelter staff:</p> <ul style="list-style-type: none"> <li>- ACMACR403 or ACMNEW3X4</li> <li>- ACMACR406</li> <li>- ACMGAS301</li> <li>- ACMINF301</li> <li>- ACMCAS302</li> <li>- ACMNEW3X1</li> <li>- ACMCAS404</li> <li>- RGRPSG411 (but as a more generic unit i.e. not Greyhound specific)</li> </ul>	<p>Thank you for the feedback.</p> <p>The SMEWG support the suggestion for a new Skill Set. Refer also to the proposed Certificate IV in Animal Facility Management</p>

## Summary of feedback on draft units of competency

### Animal control and regulation (ACMACR) units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMNEW3X5 Support veterinary activities in remote communities (NEW)</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	General: Really great to see this unit developed. Great content PE: Add in low stress here KE last bullet: add in low stress	Thank you for the supportive feedback. Suggestions adopted – low stress added to PE and KE.
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	General: Agreed, great content PC 2.6 (or possibly 3.1): Observe and identify animal behaviour and signs of ill-health	Thank you for the supportive feedback. Suggestions adopted. Modified PC1.3 to reflect intent of feedback. <ul style="list-style-type: none"> <li>1.3 Observe and record <i>signs of animal ill health, behaviour or welfare issues</i> requiring action</li> </ul>
<b>ACMNEW4X3 Plan and monitor remote community animal management activities (NEW)</b>		
	No new feedback	No additional changes
<b>ACMNEW4X4 Develop and implement animal management initiatives (NEW)</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	General: Great unit PC 1.1 Specifics around data collection, integrity and interrogation would be great in here. PC 1.3 Add - Explore and identify social issues surrounding pet ownership and caretaking PC 2.2: Investigate resources currently available to/in community and explore opportunities for collaboration with other organisations to assist with better engagement, increased breadth of projects effect and increased cost effectiveness.	Thank you for the supportive feedback. It is intended that data collection would be covered in PC1.2. The term “information’ was used to ensure broad coverage of a range of information (data, anecdotal, research etc.)  The SMEWG considered the suggestions for new PCs and adopted PC1.3 and 2.2

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	General: Agree with 1000 again. Great unit.	Thank you for the supportive feedback.
<b>ACMACR401 Comply with animal control and regulation requirements</b> (updated title - <i>Administer animal management and regulatory requirements</i> )		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	Consider adding a new PC <ul style="list-style-type: none"> <li>Explore and identify social issues surrounding pet ownership and caretaking</li> </ul>	Thank you for feedback. The SMEWG considered the suggestion for a new PC and decided it is a better fit for <i>ACMACR404 Manage conflict situations in an animal management and regulatory environment</i> . A new PC has been added to ACMACR404.
<b>ACMACR402 Assess and impound animals</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p><b>PC 1.1:</b> also other animals</p> <p><b>PC 3.6:</b> including sex and age of common species. It is common to find that AMO's are not skilled in these areas particularly for non-canine species. This impacts potential owners finding and reclaiming their pets.</p> <p><b>PE bullet 2:</b> add in low stress</p> <p><b>KE bullet 1:</b> "temperament" this word doesn't apply in this context</p> <p><b>KE 2:</b> add low stress here</p> <p><b>KE General:</b> Add point about communication with the humans that may be involved or watching on</p>	Thank you for feedback – most suggestions adopted <ul style="list-style-type: none"> <li>PC1.1 – other animals added</li> <li>PC4.2 Accurately enter and store information, <i>including sex and approximate age of animal</i>, into relevant management system according to legislative and workplace procedures</li> <li>PE and KE – low stress added to relevant points</li> <li>KE – temperament deleted</li> <li>KE – new point added               <ul style="list-style-type: none"> <li>workplace record keeping requirements and overview of types of data collected</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p><b>PC 3.1:</b> Muzzling an animal need to be aware of correct fitting and correct type so animal can continue to drink, eat and breath.</p> <p><b>PC 3.3:</b> Be aware of the environment, weather, temperature etc should be considered. If the vehicle is an open cage ute then in 40 deg heat should the animal be on the cage and if so for how long. Available water supply at all times. Should be in line with animal welfare regs.</p> <p><b>PE bullet 2:</b> Agree with 337 (add in low stress) - agree add in low stress</p> <p><b>KE bullet 1:</b> Temperament doesn't apply in this context</p> <p><b>AC bullet 1a:</b> This should be supervised by a skilled qualified person.</p>	Thank you for feedback – suggestions adopted <ul style="list-style-type: none"> <li>New PC added - PC2.2 Select appropriate equipment and fit or use correctly to restrain the animal</li> <li>New KE point added               <ul style="list-style-type: none"> <li>environmental conditions, including weather and temperature, that impact on animal welfare during transportation</li> </ul> </li> <li>AC – Assessors and trainers must have the required skills and meet the Standards for RTOs. (Note – this statement means the assessor needs to be suitably qualified)</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 2. Seize animals</b> In addition to physical and health assessment, assess and record basic behavioural information</p> <p><b>PC 2.3 Use safe, species-specific and humane animal handling techniques when seizing the animal</b> Techniques known to minimise stress to animal, rather than humane</p> <p><b>PC 2.5 Assess animal for injuries and health issues, and apply basic first aid to animal and/or self as required</b> In addition, apply basic changes to containment and husbandry to address behavioural signs of distress.</p>	<p>Thank you for the constructive feedback. Suggestions adopted with minor changes.</p> <p><b>Element 1</b> – Added new PC1.2 <i>Identify animal behaviours indicating increased risk of an adverse reaction to capture and handling</i></p> <p><b>Element 2</b> Added new PC2.2 <i>Select appropriate equipment and use correctly to restrain the animal and new PC2.7 Apply changes to containment to address behavioural signs of distress</i></p>
	<p><b>Element 3. Transport animal</b> In addition, clean vehicle and transport equipment using principles for control of infectious diseases. Also, consider mentioning express need to maintain vehicle systems to ensure safe environment in animal transport section of vehicle (e.g. through use of air conditioners, ensuring air flow and protection from rain or direct sunlight, stipulate maximum transport times for animals before breaks and/or animal must be unloaded OR refer to state guidelines on species specific transport of target animal)</p> <p><b>PC 3.2 Load and secure and/or restrain animal safely and humanely</b> Again, consider changing humane or addition of 'techniques to minimise stress'</p>	<p><b>Element 3</b> Added new PC3.1 <i>Ensure vehicle and transport arrangements comply with hygiene and infectious disease control and safe transportation requirements according to regulatory guidelines</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Foundation Skills</b> Expressly include safety of animal as well as handler.</p> <p>Consider mention of use of electronic devices and common software used for record keeping, GPS etc. used to determine and record locations, posting photos of companion animals to lost and found database etc.</p>	<p><b>Foundation Skills</b></p> <ul style="list-style-type: none"> <li><i>added Writing - Record information accurately using appropriate media and industry terminology</i></li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Performance Evidence</b> In addition (to the existing bullet points) conducted a basic physical and behavioural health check and recorded information. Demonstrated use of species-specific low-stress handling techniques.</p> <p>Can accurately identify behaviours which may indicate increased risk of an adverse reaction to capture and handling</p>	<p><b>Performance Evidence</b> – new points added</p> <ul style="list-style-type: none"> <li><i>accurately identified animal behaviours indicating potential increased risk of an adverse reaction to capture and handling</i></li> <li><i>low-stress handling techniques and safe handling of aggressive or distressed animals covered in the performance evidence</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>- Knowledge of common indicators of disease and injury in animal species to facilitate health check</li> <li>- Knowledge of low-stress handling techniques and defensive handling of aggressive or distressed animals of various species</li> <li>- Knowledge of state or fed transport requirements of different species.</li> </ul> <p>• <b>animal behaviour, temperament and body language for at least two companion animal species and two livestock species</b></p> <p>Consider addition of low stress handling and minimal necessary restraint techniques, common diseases and health assessment including zoonotic disease and infection control</p> <p>• <b>species-specific methods, strategies and equipment to seize, secure/restrain and transport dogs and cats safely and humanely</b></p> <p>Livestock should be included as often livestock transport requirements are more specific than for companion species Also consider including basic information about wildlife assessment and restraint</p> <p><b>humanely</b> - Again, be more specific with wording.</p> <p>• <b>the principles of animal welfare and ethics</b></p> <p>Consider addition of infection control and animal health</p>	<p><b>Knowledge Evidence – new points added</b></p> <ul style="list-style-type: none"> <li>• <i>low-stress handling techniques and safe handling of aggressive or distressed animals covered in the performance evidence</i></li> <li>• <i>common indicators of ill, health, disease and injury in animal species to facilitate health check, including zoonotic disease and infection control</i></li> <li>• <i>environmental conditions, including weather and temperature, that impact on animal welfare during transportation</i></li> <li>• <i>workplace record keeping requirements and overview of types of data collected</i></li> </ul>
<p><b>ACMACR403 Identify and respond to animal behaviour</b> (updated title - <i>Identify and respond to animal behaviour in animal management and regulation environment</i>)</p>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p><b>Title - "unwanted"</b> This title would suggest that you only need to respond to unwanted behaviours. I think the title should remain Identify and respond to animal behaviour. It is just as important to respond appropriately to positive behaviours to reinforce them as well as knowing how to respond to unwanted behaviours</p> <p><b>APP first paragraph:</b> Suggest addition: and respond appropriate to positive behaviour to reinforce this behaviour.</p>	<p>Thank you for the feedback. Suggestions adopted:</p> <ul style="list-style-type: none"> <li>• <b>Title, Application and PCs</b> - The unit is intended for Animal Management Officers covering complaints about animal behaviour (generally unwanted, unusual or maladaptive) - terminology changed to reflect work in an animal management and regulation environment</li> <li>• <b>Element 3</b> – reworded to <i>Address to unwanted, unusual or maladaptive behaviour</i>. Typos re numbering of PCs addressed</li> </ul>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>Element 3:</b> Suggest change to respond to animal behaviour</p> <p><b>PC 3.1:</b> Need to update numbering 3.1 etc</p> <p><b>In PC's:</b> Suggest add: Respond appropriately to wanted and/or positive behaviours as an additional PC</p>	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>APP:</b> Identify animals and respond to their behaviour (Response to comment from 337- this unit is about recognising communication from dogs to keep the worker safe. It is not meant to be a training unit)</p>	<p>Thank you for the feedback – this is the intent of the unit. Refer also to the comments above on changes to terminology in the unit to reflect its use by Animal Management Officers working in an animal management and regulation environment.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p><b>General:</b> Is this unit only being used in the Animal Management course? If so, there is no need to include content on whether the behaviour is appropriate or not. The student needs to learn how to identify it and respond appropriately from their perspective. It isn't their job to change the behaviour although it is their responsibility to not make it worse and to keep themselves, and the animal safe.</p>	<p>Thank you for the feedback – this is the intent of the unit. Refer also to the comments above on changes to terminology in the unit to reflect its use by Animal Management Officers working in an animal management and regulation environment.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p><b>Title:</b> Stick with original title</p> <p><b>PC 2.4:</b> I'm not sure what the aim is of this point?</p> <p><b>Element 3:</b> Responding to 337 (Suggest change to respond to animal behaviour) - Agree with 337</p> <p><b>In PCs: Responding to 337</b> (Respond appropriately to wanted and/or positive behaviours as an additional PC ) - It is not the role of an AMO to advise on behaviour. It is the role of an AMO to advise on management of the animal i.e. containment strategies, where to get assistance for behaviour issues etc.</p> <p><b>PE bullet 3:</b> I'm not sure what this means? or why it is here?</p>	<p>Suggestions adopted:</p> <ul style="list-style-type: none"> <li><b>Title:</b> updated to Identify and respond to animal behaviour in animal management and regulation environment – for clarity</li> <li><b>PC2.4</b> Identifying the likely cause of behaviour may help in dealing with complaints or responses to the animal's behaviour or situation</li> <li><b>Element 3</b> – reworded to <i>Address to unwanted, unusual or maladaptive behaviour.</i></li> <li><b>PCs:</b> agreed with previous feedback provided (refer to comments above in the first row of feedback for this unit)</li> <li><b>PE – bullet 3</b> – refers to behaviours that often lead to complaints e.g. barking, wandering animals</li> <li><b>KE - signs of unwanted, unusual or maladaptive behaviour</b> retained on advice from SMEWG</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>KE bullet 2b:</b> I'm not sure what this means or why it is here?</p>	
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p><b>Title:</b> This should be "Identify Animals and Respond to their Behaviour". It isn't their job to change behaviour that is a very skilled job. Their job is to keep themselves and the animal safe and having the least amount of stress as possible for all.</p> <p><b>PC 2.2 "procedures":</b> Agree with 1000 (It is not the role of an AMO to advise on behaviour. It is the role of an AMO to advise on management of the animal i.e. containment strategies, where to get assistance for behaviour issues etc.) - It is not the role of an AMO this should be referred across to the relevant professional.</p> <p><b>FS "oral communication":</b> Current best practice terminology should be used in line with RSPCA informational handouts. If we are going to move forward with these qualifications, then we need to be looking at the current most up to date language to educate the AMO's and the community.</p> <p><b>AC bullet 2a "live animals" :</b> should be done in a low stress environment to get a true assessment of an animals behaviour. Will this be assessed by a qualified professional onsite?</p>	<p>Thank you for the feedback. Suggestions adopted:</p> <ul style="list-style-type: none"> <li><b>Title:</b> updated to Identify and respond to animal behaviour <i>in animal management and regulation environment</i> – for clarity</li> <li><b>PC2.2</b> – no change - agreed with feedback provided above</li> <li><b>FS</b> – oral communication reworded to include current, best practice terminology</li> <li><b>AC</b> – Assessors and trainers must have the required skills and meet the Standards for RTOs</li> <li><b>AC</b> – comment – low stress added throughout unit</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Application</b> They analyse information and exercise judgement to complete a range of skilled activities; demonstrate in depth knowledge in a specific technical area, and develop and communicate solutions for a range of commonly encountered problems. Be able to recognise their own limitations when responding to behavioural issues and identify appropriate people to refer animal owners (etc.) to for help</p> <p><b>Element 1</b> <i>PC 1.1 Identify animal by characteristics, breed, type and group and predict typical behaviour</i></p>	<p>Thank you for the constructive feedback – suggestions adopted.</p> <p><b>Application</b> – reworded This unit applies to individuals who are required to assess and respond to animal behaviour in order to carry out regulatory or other animal management duties <i>and identify appropriate people to refer animal owners/caretakers to for help....</i></p> <p><b>Element 1</b> PCs reworded. <i>1.1 Identify animal by species, breed group, age, physical condition, health and individual behavioural characteristics</i></p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>Replace breed with species and separate in to two points if the purpose of this is to firstly, identify an individual, and secondly, identify factors which may allow you to predict their responses. If first point (identifying individual) is not part of scope of subject, then omit and focus on species, age, physical condition and health, then behavioural characteristics</li> </ul> <p>1.2 Assess physical and social environment of animal to assess potential impact on observable behaviour</p> <ul style="list-style-type: none"> <li>Identify contextual factors in physical and social environment which may affect observable behaviours</li> </ul>	<p>1.2 Identify contextual factors in physical and social environment which may affect observable behaviours</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC (continued)</li> </ul>	<p><b>Element 2</b> PC 2.1 Observe animal and interpret body language and other signs indicating emotional state - add and <i>level of physiological arousal</i> PC 2.3 Identify indicators of normal and unwanted, unusual and/or maladaptive animal behaviour related to the situation Should also include species-specific coping strategies, indicators of distress or disease</p>	<p><b>Element 2</b> - Suggestions adopted with minor edits. 2.1 Observe animal and interpret body language and other signs indicating likely emotional state <i>and level of physiological arousal</i> 2.3 Identify indicators of <i>species-specific</i> normal and unwanted, unusual and/or maladaptive animal behaviour related to the situation <b>KE</b> – added species-specific coping strategies, indicators of distress or disease</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC (continued)</li> </ul>	<p><b>Element 3</b> PC 3.1 Determine and apply actions to address safety and other risks associated with the animal and its behaviour Consider addition of application of measures to determine the efficacy of the actions taken PC 3.2 Action response to animal behaviour to address compliance/statutory requirements, safety and/or other risks according to workplace procedures</p> <p>What are the primary categories of 'other risks' - consider listing welfare and health of animals, owners, public, feasibility of recommendations or instructions given, possible effects on organisation-public relationships and ongoing goals of council as outlined in CAMP (or equivalent in other states) PC 3.3 Provide advice and discuss constructive options for managing unwanted, unusual or maladaptive behaviour with owners or carers</p>	<p><b>Element 3</b> - Suggestions adopted with minor edits 3.1 Determine the <i>most effective actions</i> to address safety and risks associated with the animal and its behaviour 3.2 Action response to animal behaviour to address compliance/statutory requirements, safety, welfare and/or other risks according to workplace procedures 3.3 Provide advice and discuss constructive and effective options for <i>treating or</i> managing unwanted, unusual or maladaptive behaviour with owners or carers</p> <p><b>KE</b> – added - <i>risks</i> associated with responding to animal behaviour, including:</p> <ul style="list-style-type: none"> <li>welfare and health of animals, owners, public</li> <li>feasibility of recommendations or instructions given</li> <li>possible effects on organisation-public relationships and ongoing goals of council</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Is this the only requirement? Effective, humane and feasible? Treating and managing</p>	
Industry (employer / employee), VIC (continued)	<p><b>Foundation Skills</b> Suggestion to add - Written skills</p>	<p>Suggestion adopted. Added Writing Foundation Skill descriptor - Use accurate animal industry and regulatory terminology to describe animal behaviour</p>
	<p><b>Performance Evidence</b> An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. Adjust dots points here based on feedback in relevant sections (of the unit) There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>accurately identified the physical characteristics of at least ten animals <b>from</b> by breed, type and group Missing word after from?</li> <li>identified a species-specific behaviour warranting a statutory response or referral to a specialist and outlined the process involved</li> <li>Suggest more than one OR suggest knowledge of decision making criteria and process for determining when outside intervention is required</li> </ul>	<p>Suggestion adopted – PE revised.</p> <ul style="list-style-type: none"> <li>accurately identified the physical characteristics of at least ten different animals by <i>species</i>, breed, type and group</li> <li>interpreted species-specific body language and signs of likely emotional state <i>and psychological arousal</i> for three individual animals</li> <li><i>identified at least three species-specific behaviours and the decision making criteria and process for determining when intervention is required, including:</i> <ul style="list-style-type: none"> <li>a statutory response</li> <li>a referral to a specialist</li> </ul> </li> <li><i>discussed animal behaviour options or advice with at least two different animal owners/carer using accurate animal industry and regulatory language</i></li> <li>maintained accurate records, using industry terminology for animal behaviour and correct regulatory terminology, where appropriate for context.</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC (continued)</li> </ul>	<p><b>Knowledge Evidence</b> •species-specific behaviour for species commonly encountered in animal management regulatory work or workplace context, <b>including:</b> Coping strategies of various species, behavioural components of common health problems in companion animals, signs and symptoms of common behavioural illnesses and issues of companion species, basic principles of behaviour modification and animal training •body language and other signs of <b>emotional states</b> And physiological arousal •signs of <b>unwanted</b>, unusual or maladaptive behaviour Healthy but unwanted</p> <ul style="list-style-type: none"> <li>the principles of animal welfare and approaches to assessing welfare and wellbeing</li> <li>animal welfare assessment frameworks, including the Five</li> </ul>	<p>Suggestions adopted. New points added to KE.</p> <ul style="list-style-type: none"> <li>species-specific behaviour for species commonly encountered in animal management regulatory work or workplace context, including: <ul style="list-style-type: none"> <li>body language, signs of emotional states and <i>psychological arousal, and coping strategies</i></li> <li>signs of common behavioural issues of companion species</li> <li>the owner/carer-animal relationship and its effect on animal behaviour</li> <li><i>common species-specific behaviours linked to nuisance complaints</i></li> </ul> </li> <li><i>risks associated with responding to animal behaviour, including:</i> <ul style="list-style-type: none"> <li><i>welfare and health of animals, owners, public</i></li> <li><i>feasibility of recommendations or instructions given</i></li> <li><i>possible effects on organisation-public relationships and ongoing goals of council</i></li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Domains Duplicate points - one is a subset of the other • the range of <b>offenses</b> and statutory responses... Spelling</p> <p><b>Assessment Conditions</b> •resources, equipment and materials: •access to live animals Access to or knowledge of how to access educational materials for animal owners or caregivers And animal caregivers/owners - you can't provide advice or instruction to the animal</p>	<p>Suggestions adopted. New points added to AC</p> <ul style="list-style-type: none"> <li>• <i>educational materials for animal owners or caregivers</i></li> <li>• <i>relationships:</i></li> <li>• <i>animal caregivers/owners.</i></li> </ul>
<p><b>ACMACR404 Manage conflict situations in an animal control and regulation environment</b> (updated title - <i>Manage conflict situations in an animal management and regulatory environment</i>)</p>		
<ul style="list-style-type: none"> <li>• Industry (employer / employee), National</li> </ul>	<p>KE last bullet: Add - Awareness of social issues surrounding pet ownership and caretaking</p>	<p>Thank you for the feedback. Suggestion adopted.</p> <p>KE point added - <i>Awareness of social issues surrounding pet ownership and caretaking</i></p>
<ul style="list-style-type: none"> <li>• Industry (employer / employee), NSW</li> </ul>	<p>KE last bullet: Agree with 1000 (Add - Awareness of social issues surrounding pet ownership and caretaking)</p>	<p>Refer to the comment above.</p>
<p><b>ACMACR405 Assist with the euthanasia animals</b></p>		
<ul style="list-style-type: none"> <li>• Industry (employer / employee), NSW</li> </ul>	<p><b>PE:</b> I would suggest that this is increased to 10. Given that there are no prerequisites to this unit this could leave it open with someone with very little experience not getting a range of experience during assessment.</p> <p><b>KE:</b> From my experience, non vet staff assisting with Euthanasia only deal with either lethal injection, firearm or captive bolt, not all 3. Would it be possible to make these captive bolt OR firearms OR lethal injections?</p>	<p>Thank you for the feedback.</p> <p>The SMEWG considered that three animals is sufficient for the PE. The purpose of assessment is so that the individual can demonstrate they are competent when doing the task, not to get a range of experience. It is each RTO's responsibility to ensure that experience is encompassed within the delivery of the training prior to assessment and should not be assessing a student until they are ready.</p> <p><b>KE:</b> Individuals are not expected to demonstrate all types of euthanasia techniques. They are required to have a knowledge of the different types of euthanasia techniques only.</p>
<ul style="list-style-type: none"> <li>• Industry (employer / employee), VIC</li> </ul>	<p><b>Element 1</b> PC 1.2 Select method of euthanasia that is consistent with workplace policies and procedures and legislative requirements</p>	<p>Thank you for the constructive feedback. Suggestions adopted.</p> <p><b>Element 1.</b> PC1.2 <i>Select</i> changed to <i>confirm</i> PC1.4 Prepare equipment and materials required for euthanasia and <i>for chemical restraint, as required (added)</i></p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>This is the vet's responsibility. Also mention use of chemical restraint as required            PC 1.6 Confirm relevant authorisations, licences, permits and delegation required to conduct euthanasia            Confirm ownership of animal</p> <p><b>Element 2</b>            PC 2.3 Ensure animal is physically restrained in a way that minimises its pain and distress            Correct administration of chemical restraint under direct supervision of vet?</p> <p><b>Foundation Skills</b>            Suggestion to add - Reading for confirming animal identify against records and written for updating records of animal outcome after procedure</p>	<p>PC1.6 – renumbered as 1.2 <i>animal ownership</i> added</p> <p><b>Element 2</b>            PC2.3 (reworded) 2.2 Handle, restrain and transport animal safely to minimise animal pain and distress during euthanasia            PC2.4 (reworded) Confirm death of animal with <i>veterinarian or supervisor</i> according to workplace procedures</p> <p><b>Foundation skills</b> – added to table -            Reading - Interpret information within animal identity records            Writing - Update euthanasia records using correct terminology</p>
	<p><b>Performance Evidence</b>            Missing a point around correct handling and restraint technique.            Suggest at least one euthanasia must be via injection to vein in species commonly encountered to demonstrate correct technique</p> <p><b>Knowledge Evidence</b>            •equipment and drugs commonly used for euthanasia, including personal protective equipment            Mechanical restraint equipment for different species</p>	<p><b>Performance evidence</b> – points added</p> <ul style="list-style-type: none"> <li>• <i>demonstrated correct animal handling and restraint technique</i></li> <li>• assisted with the euthanasia of at least 3 live animals (<i>in species commonly encountered</i>), under the direct supervision of a veterinarian or authorised/licensed person. (Note that the SMEWG did not agree to mandate that at least one euthanasia be done via direct injection, as the method selected will be determined by a veterinarian or authorised/licensed person on a case by case basis)</li> </ul> <p><b>Knowledge evidence</b> – point added</p> <ul style="list-style-type: none"> <li>• <i>restraint equipment for different species</i></li> </ul>
<b>ACMACR406 Carry out animal holding facility procedures</b>		
<ul style="list-style-type: none"> <li>• Industry (employer / employee) National</li> </ul>	<p>PC 1.3: highlighted "temperament" Science shows this is not possible in a shelter environment. Also, you can assess the behaviour the animal is demonstrating but you cannot predict what that will mean in the future.            PC 2.1: Given that it is entirely possible that the workplace is not operating at best practice standard should we be encouraging students to research best practice and operate accordingly? thereby adding value to the workplace as well?            PC 3.2: add bedding and enrichment here</p>	<p>Thank you for the feedback. Suggestions adopted for PCs.</p> <ul style="list-style-type: none"> <li>• temperament replaced with behaviour</li> <li>• bedding and enrichment added</li> <li>• low stress added</li> <li>• PC4.4 worded changed to: Prepare animals not discharged, <i>for adoption, transfer or to owners</i>, within a given period to be euthanased according to workplace procedures</li> <li>• KE: <i>low stress</i> handling added</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>PC 3.3: include low stress handling methods here.</p> <p>PC 4.4: Should we be assuming that the only other outcome for a pet in care is euthanasia? Can we add in prepare pet for adoption or transfer?</p> <p>KE 6d: include low stress handling here</p>	<ul style="list-style-type: none"> <li>KE: best practice approaches animal holding facility procedures added</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>General: I agree with everything 100 has put in the notes.</p> <p>I also do have concerns when some animal holding facilities are unmanned and only come in to feed, water or for people to drop off or collect stray animals.</p>	Thank you for your supportive feedback – see comments above.
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	PC 4.1/4.2: Discharge in 4.1 and 4.2 can be to another agency or a new owner	Thank you for your feedback – the intent of discharge in PC4.1 and 4.2 can be to another agency or a new owner as indicated. PC4.4 has been reworded to help clarify this.
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 1</b></p> <p><b>PC 1.3 Assess the temperament, health and condition of the animal</b> - And record</p> <p>Behaviour - you cannot assess temperament directly, you assess behaviour (patterns in behaviours indicate personality, heritable personality traits indicate temperament)</p>	Thank you for the constructive comments. Suggestions adopted with minor changes - <i>temperament</i> replaced with <i>behaviour</i> .
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 2 - PCs 2.1 - 2.7</b></p> <p>Select appropriate level of sanitation for population (quarantine, isolation, routine cleaning, spot cleaning), order of operations (vulnerable to robust population), and chemicals used for disinfection and cleaning</p> <p><b>PC 2.1</b> Clean and disinfect animal holding facility according to workplace health, safety and hygiene procedures</p> <p>Reference external material (e.g. practices taught in shelter medicine for sanitation and infection control) rather than in-facility procedures only as these may not be informed by evidence-based practice</p> <p><b>PC 2.3</b> Clean animals and return to housing</p> <p>Animals or housing?</p>	<p>Intent of suggestions adopted with minor wording changes Rewording and some combining of PCs relating to cleaning, sanitation and hygiene – refer to element 2 of validation draft.</p> <p><i>2.1 Select appropriate chemicals used for disinfection and cleaning to achieve standard of sanitation required</i></p> <p><i>2.2 Remove animals safely and return to housing after cleaning according to procedures</i></p> <p><i>2.3 Clean and disinfect animal housing and facility structures, including floors and surfaces, according to workplace health, safety and hygiene procedures</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 3 - PCs 3.1 - 3.5</b></p> <p>Observe and record behavioural indications of compromised welfare, behavioural deterioration, pain and illness.</p> <p>Daily written observations of animals' response to handling, environment and caretakers.</p> <p>Provide daily enrichment to maintain behavioural health</p>	<p>Intent of suggestions adopted. Three new PCs added and on PC reworded:</p> <p><i>3.2 (new) Observe and record behavioural indications of compromised welfare, behavioural deterioration, pain and illness</i></p> <p><i>3.3(new) Implement interventions to treat, manage or minimise signs of distress, compromised welfare or disease</i></p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>during holding Implement interventions to treat, manage or minimise signs of distress, compromised welfare or disease.</p>	<p>3.4 (new) Provide daily enrichment to maintain behavioural health during holding 3.6 Maintain accurate records of care provision and animals' response to handling, environment and caretakers according to workplace procedures</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 4 PC 4.4</b> Prepare animals not discharged within a given period to be euthanased according to workplace procedures This is incredibly poorly worded - default euthanasia after a given timeframe, in the complete absence of mentioning other more desirable outcome streams, is neither best practice nor generally considered acceptable by the community.</p>	<p>PCs have been reworded:  4.2 Prepare documentation for animals to be discharged for adoption, transfer or to owners and ensure legal requirements are met 4.4 Follow procedures for animals that are not able to be discharged for adoption, transfer or return to owners within workplace requirements and timeframes for euthanasia</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Performance Evidence</b></p> <ul style="list-style-type: none"> <li>completed procedures and documentation for at least one animal received into the holding facility Suggest revise to one animal received via each of the common intake routes for facility (e.g. stray via AMO, stray via community drop off, owner relinquishment) and at least one of each species commonly held in facility</li> <li>completed procedures and documentation for: <ul style="list-style-type: none"> <li>one animal discharged and rehomed</li> </ul> </li> </ul> <p>Addition of transfer to outside agency AND a direct adoption, as paperwork and handover procedure is different for each</p> <ul style="list-style-type: none"> <li>provided care for at least one impounded animal and maintained high standards of hygiene within the holding facility relevant to job role responsibilities</li> </ul> <p>One animal of each common species held in facility. Also provide care for:</p> <ul style="list-style-type: none"> <li>- An animal displaying signs of compromised welfare due to fear,</li> <li>- Animal showing signs of compromised physical health</li> <li>- Safely provide care for one animal showing behavioural signs of aggression towards humans (and/or other animals)</li> </ul>	<p><b>Performance evidence</b> – additional requirements added.</p> <ul style="list-style-type: none"> <li>completed procedures and documentation for one animal received into the holding facility via each of the following intake routes for facility: <ul style="list-style-type: none"> <li>stray animal via animal management officer (AMO)</li> <li>stray via community drop off</li> <li>owner relinquishment</li> </ul> </li> <li>completed procedures and documentation for: <ul style="list-style-type: none"> <li>one animal discharged and returned to its owner</li> <li>one animal discharged and adopted/rehomed</li> <li>one animal discharged and transferred to an outside agency</li> <li>one animal to be euthanased</li> </ul> </li> <li>provided care for an animal displaying two of the following: <ul style="list-style-type: none"> <li>signs of compromised welfare due to fear</li> <li>signs of compromised physical health</li> <li>behavioural signs of aggression towards humans and/or other animals</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>species-specific health and care requirements for animals in holding facility, including: <ul style="list-style-type: none"> <li>feed, water and housing requirements</li> <li>security arrangements</li> <li>social requirements and species compatibility</li> <li>health and hygiene requirements</li> </ul> </li> </ul>	<p><b>Knowledge evidence</b> – additional points added.</p> <ul style="list-style-type: none"> <li>species-specific and best practice enrichment and basic behavioural modification, including common techniques for modifying housing or husbandry to improve welfare or address specific physical or mental requirements of animals</li> </ul>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>•species-specific animal body language and signals of emotional states</li> </ul> <p>Enrichment, basic behavioural modification, common techniques for modifying housing or husbandry to improve welfare or address specific physical or mental requirements of animals.</p> <ul style="list-style-type: none"> <li>•signs and methods of prevention and control of common domestic animal diseases and infections, including transmission routes for zoonoses</li> </ul> <p>Don't limit transmission routes for zoonoses - they should be familiar with all forms of disease transmission (otherwise they will be a walking fomite 😊 )</p> <ul style="list-style-type: none"> <li>•normal and maladaptive or atypical behaviour for a range of domestic animals</li> </ul> <p>Behaviour indicators of and common causes of ... kept in high density housing situations such as shelters</p> <ul style="list-style-type: none"> <li>• principles of animal welfare and key concepts of relevant animal welfare assessment frameworks</li> </ul> <p>More to the point, common methods of assessing welfare of animal species in their care, when kept in shelter/pound environment.</p> <p>No point knowing general principles if they are not learning about practical tools to apply the principles</p> <ul style="list-style-type: none"> <li>• animal welfare and humane handling</li> </ul> <p>Specify both low-stress and defensive handling required</p> <ul style="list-style-type: none"> <li>• safe use of disinfectants and cleaning agents</li> </ul> <p>Knowledge of applications of common cleaning and disinfectant chemicals (not just safety, but also the limitations and appropriate use of different active ingredients for different levels of sanitation)</p> <ul style="list-style-type: none"> <li>• cleaning techniques, equipment and materials used in animal holding facility workplace</li> </ul> <p>Correct</p>	<ul style="list-style-type: none"> <li>• <i>behaviour indicators of and common causes of unwanted, maladaptive or atypical behaviour for a range of domestic animals</i></li> <li>• <i>methods of assessing welfare of animal species in care, when kept in holding facility/shelter environment</i></li> <li>• <i>safe, humane, and low-stress handling techniques</i></li> <li>• <i>common cleaning and disinfectant chemicals including the limitations and appropriate use of different active ingredients for different levels of sanitation</i></li> <li>• <i>correct cleaning techniques, equipment and materials used in animal holding facility workplace for quarantine, isolation, routine cleaning, and spot cleaning</i></li> </ul>
<b>ACMACR407 Conduct community awareness programs</b>		
<ul style="list-style-type: none"> <li>• Industry (employer / employee) National</li> </ul>	<p>APP: can we include the term community engagement?</p> <p>Adults don't generally respond well to being "educated" to (unless they have put themselves into that environment) so we need to be engaging with the community by bringing</p>	<p>Thank you for the feedback. Suggestions adopted.</p> <p>Application: <i>engage</i> added (see below)</p> <p>"...required to prepare, deliver and evaluate programs to <i>engage</i>,</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>respect, empathy and humility.  PC 1.1: This element should include data collection methods and interrogation.  PC 1.4: Add - Explore and identify social issues surrounding pet ownership and caretaking  PC 4.1: Add review impact of program on departments operations i.e. animal intake, complaints, other</p>	<p>educate, and increase community awareness on matters relating to animal management regulation.”</p> <p><i>PC.1.1 data added (re-ordered PC)</i></p> <p><i>New PC 1.2 added - Explore and identify social issues surrounding pet ownership and caretaking</i></p> <p><i>New PC added - 4.3 Review impact of program on department operations</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>APP: Agree with 1000 (can we include the term community engagement? Adults don't generally respond well to being "educated" to (unless they have put themselves into that environment) so we need to be engaging with the community by bringing respect, empathy and humility.)  PC 1.1: Agree with 1000 (This element should include data collection methods and interrogation.)  PC 1.4: Agree with 1000. We definitely need the community feedback. (Add - Explore and identify social issues surrounding pet ownership and caretaking)</p>	<p>Thank you for the feedback. Refer to comments above.</p>
<b>ACMACR408 Coordinate seizure of animals</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p><b>General:</b> Great unit  PC 2.8: It is unlikely that if there is a vet onsite that an AMO would be asked to do this. And if there isn't a vet onsite an AMO would not have access to sedation and immobilisation drugs. Or is this the norm in some states in Aus?  PC 3.5: and owners request?  PC 3.6: what does drugged mean in this instance? sedated? what recovery treatment could an amount give? would this not be vet staff role who may second AMO for assistance if necessary?</p>	<p>Thank you for the supportive comments. Suggestions adopted.</p> <ul style="list-style-type: none"> <li><i>2.6 Assist veterinarian with chemical restraints if requested and if required for the situation</i></li> <li><i>3.7 Handle animals appropriately, examine for health and welfare problems and, monitor sedated animals during recovery where required</i></li> <li><i>3.8 Dispose of deceased animals appropriately according to workplace policies and procedures, owner's request and legislative requirements</i></li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>PC 3.6: Agree with 1000. This should be determined by a vet and seconded by an AMO. (what does drugged mean in this instance? sedated? what recovery treatment could an amount give? would this not be vet staff role who may second AMO for assistance if necessary?)  KE bullet 10: Surely this would be determined buy a vet not</p>	<p>Thank you for feedback – refer to comments above, including the replacement of 'drugged' with 'sedated'.</p> <ul style="list-style-type: none"> <li>KE (bullet 10) – deleted</li> <li>Re PPE – use of relevant PPE is required for the assessment</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>an AMO? AC bullet 2b: Some AMO's don't have access to proper protective clothing due to budgets or the council they work with.</p>	
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>PC 2.8: Agree with 1000 for NSW legislation. (It is unlikely that if there is a vet onsite that an AMO would be asked to do this. And if there isn't a vet onsite an AMO would not have access to sedation and immobilisation drugs. Or is this the norm in some states in Aus?)</p> <p>PC 3.6: Agree with 1000 and 905 (Agree with 1000. This should be determined by a vet and seconded by an AMO.) &amp; (what does drugged mean in this instance? sedated? what recovery treatment could an amount give? would this not be vet staff role who may second AMO for assistance if necessary?)</p>	<p>Thank you for the feedback. Refer to comments above.</p>
<p><b>ACMACR409 Prepare and present animal control and regulation case (Proposed for deletion)</b></p>		
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>Feedback in regard to deleting the ACMACR409 unit Prepare and Present an Animal Control and Regulation Case. Some of the councils, whose staff already hold the PSPINV units that we are proposing to replace the above unit with, have not completed these units in an animal control context. They have indicated that they see the value of their staff completing this unit so they can put it into an animal context, which includes anticipating likely defences. I can see the value in retaining this unit, especially as it will be made an elective in the new version, but would be interested in what others think.</p>	<p>The SMEWG considered the feedback and reviewed the unit. The group confirmed to delete the unit and remove it from the qualification, because its elements are covered in Elective units <i>PSPRERG006 Produce formal record of interview</i> and <i>PSPREG010 Prepare a brief of evidence</i>.</p> <p>The SMEWG have added <i>PSPCRT007 Compile and use official notes</i> to the core as this unit has broad application to most animal regulatory work functions and compliments the outcomes of several other core and elective units in the qualification.</p>

## Grooming (ACMGRM) units of competency

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<b>ACMGRM2X1 Bath, dry and brush domestic dogs</b>	
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Title</b> - The term "Bathe" is very American. Bath would be better</p> <p><b>Performance Criteria</b> I would like to see specific coat types so line brushing would be a learnt skill. As it stands you could get away with a Boxer or Staffy. This would not teach the valuable skill for longer coats.</p> <p><b>Performance Evidence and Knowledge Evidence</b> Would like in KE and PE something about minimum of 2 bathing systems, this would then include hydrobathing, hydrosurge, grooming baths and spa etc. This way there will be no need for a separate hydrobathing unit that literally is set up and pack up a hydro bath.</p> <p><b>Assessment Conditions</b> The resources, equipment and materials should require at least 2 bathing systems</p> <p><b>Assessment Conditions</b> I would like to see it stipulated that assessors should hold at minimum a cert III in pet grooming or equivalent and/or</p>
	<p>Thank you for the detailed feedback on this unit. <b>Title</b> - suggestion adopted. Term changed to <i>Bath</i></p>
	<p>Suggestion considered by SMEWG and adopted.</p> <p>Performance evidence - point added.</p> <ul style="list-style-type: none"> <li>bathed, dried and brushed at least three different dogs with different coat types, selected from: <ul style="list-style-type: none"> <li>curly or wavy</li> <li>long or drop</li> <li>combination or double</li> <li>short or smooth</li> </ul> </li> </ul>
	<p>Suggestion considered by SMEWG and adopted.</p> <p>Performance evidence - point added.</p> <ul style="list-style-type: none"> <li>used at least two of the following: <ul style="list-style-type: none"> <li>hydrobathing</li> <li>hydrosurge</li> <li>grooming baths</li> <li>spa</li> </ul> </li> </ul> <p>Knowledge evidence - points added.</p> <ul style="list-style-type: none"> <li>types of bathing systems/equipment, including: <ul style="list-style-type: none"> <li>hydrobathing</li> <li>hydrosurge</li> <li>grooming baths</li> <li>spa</li> </ul> </li> </ul>
	<p>Suggestion considered by SMEWG and adopted to reflect PE above.</p>
	<p>The AC in all the units Assessment Requirements include the following statement:</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	have a professional grooming background. We have seen in the past these skills not being taught properly and often due to lack of knowledge on the assessors behalf, this would be fixed with the assessor having a grooming background.	<p><i>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</i></p> <p>The SMEWG noted that the Standards for RTOs require the assessor to hold this unit or have equivalent skills. It is each RTO's responsibility to ensure that assessors are appropriately qualified and meet the Standards for RTOs, and that this is ultimately controlled by ASQA and other VET sector regulators.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Performance Evidence</b></p> <p>In the bullet point that states - "there must be evidence that the individual has bathed, dried and brushed at least three different breeds of dogs" , add with different coat types</p>	<p>Suggestion considered by SMEWG and adopted.</p> <p><b>Performance evidence</b> - point added.</p> <ul style="list-style-type: none"> <li>bathed, dried and brushed at least three different dogs with different coat types, selected from: <ul style="list-style-type: none"> <li>curly or wavy</li> <li>long or drop</li> <li>combination or double</li> <li>short or smooth</li> </ul> </li> </ul>
<p><b>ACMGRM301 Perform dog grooms on different coat types</b> (updated title <i>Groom dogs to meet breed style and coat requirements</i>)</p>		
<ul style="list-style-type: none"> <li>RTO, NSW (766)</li> </ul>	<p><b>Unit</b></p> <p>Not sure why we need this unit as well as ACMGRM302 Perform grooms on cross breed dogs - couldn't they easily be merged?</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and supports the retention of two separate units, as they have different outcomes. The title of ACMGRM301 and the application have been changed to clarify this unit is focussed on meeting breed style standards and coat requirements.</p>
<ul style="list-style-type: none"> <li>RTO, WA (953)</li> </ul>	<p><b>Performance Criteria</b></p> <p>PC3.2 students should have theory of hair phases but are not at a level to tell the difference practically.</p> <p><b>PC4.4 Complete grooming techniques to meet breed standard requirements</b></p> <p>4.4 this element would need longer than 10-20 wks to have students grooming to breed standard, as there is no time to practice before assessments on coat types such as Long/drop, curly/puff and wire.</p>	<p><b>Performance Criteria</b></p> <p>Thank you for the feedback. The SMEWG considered and discussed the feedback in detail and supports the wording:</p> <ul style="list-style-type: none"> <li>PC3.2 Determine purpose of groom, coat type and hair phase of individual dog</li> <li>PC4.4 Complete grooming techniques to meet breed style and coat requirements</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>Unit Application</b>  Would be better to go back to the original theme of the unit as it was intended. "The Unit covers identification of different coat types, practical wash, dry and full grooms of double, combination and short-coated dogs, selection and application of equipment and techniques required to maintain/restore coat condition for optimal dog comfort and/or according to breed standards." (From original UOC)</p> <p>This unit has gone way off track to what it was originally intended for. When teaching someone to groom in salon they learn bathing, drying, brushing, basic clips (contour/comfort &amp; sanitary), desheds, styled/flair grooms, hand scissoring then breed standard grooming. It was always the intention for the cert 3 units to cover up to the hand scissoring and this unit covered the "de-shed" section.</p>	<p><b>Unit Application</b>  Thank you for the feedback. The SMEWG considered the feedback and revised the application wording to:  <i>This unit of competency describes the skills and knowledge required to groom dogs to meet specific breed and coat requirements. This unit applies to pet style grooms based on breed standards.</i></p> <p>The wording of the current unit on Training.gov.au (TGA) is:  <i>This unit of competency describes the skills and knowledge required to groom the different coat types that occur in dogs.</i></p>
RTO, WA	<p><b>Knowledge Evidence</b>  Emotional states would not be the correct terminology here. Emotional state has to do with the brain and as we can't ask a dog how is your emotional state? this needs to be changed to something measurable. my suggestion would be Emotional response - as we can then measure what a dogs body does.</p>	<p><b>Knowledge Evidence</b>  Emotional state is the terminology used in the behaviour units. The term is used in these units for consistency. The term has been deleted from the KE as behaviour is already addressed.</p>
	<p><b>Use of the term 'traits' in the Knowledge Evidence</b>  Incorrect terminology - should be behaviour patterns</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and supports the wording - <i>behaviour patterns</i></p>
	<p><b>Assessment Conditions</b>  PPE mentioned twice</p>	<p>Thank you – double PPE reference corrected</p>
	<p><b>Unit</b>  Disagree with 766 (RTO, NSW above) on merging this is a big unit, specifically for purebred dogs. Students need to learn how to assess confirmation on purebreds where there</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and supports the unit as a separate unit from ACMGRM301.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA (continued)	<p>is a standard before they can assess conformation on a crossbreed. This is a skill that takes time to develop</p> <p><b>Performance Evidence</b>            These coat types should be removed from PE:            long/drop coat            fluffy/curly coat</p> <p>Or alternatively separate into:            -long            -double            -heavy            -combination            -curly/puff            -short            -smooth            -wiry            -hairless            this will allow choice with limitations for some RTOs</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and has revised the list of coat types and the common breeds associated with each coat type. Please refer to updated draft 2 (validation draft) of this unit.</p> <p>Note: A glossary of terms will be included in the Companion Volume Implementation Guide to address issues around terminology used in the ACM Pet Grooming units.</p>
	<p><b>Performance Evidence (reference to short /smooth coat dogs)</b> If you are asking students to groom wire coats to breed standard, the knowledge and skill involved in this could be a whole unit in itself. I would suggest removing wire coat from this unit.            The stripping, plucking and carding techniques should be used in the other coat types regardless i.e. some gundogs</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and has revised the list of coat types and the common breeds associated with each coat type. Please refer to updated draft 2 (validation draft) of this unit.</p>
Industry (employer / employee), QLD	<p><b>PC 4.4</b> I agree with 953 the cert III and electives are pet groom this point overlaps the skill set that has been set up in ACMGRM406. By adding in the component of breed standards not just coat type it overcomplicates and overcrowds this unit. Different coat types can be shown on non-breed std dogs and the way students approach these in a pet groom to breed std is very different.</p>	<p>Thank you for the feedback. The SMEWG revised PC4.4 to:</p> <ul style="list-style-type: none"> <li>4.4 Complete grooming techniques to meet breed style and coat requirements.</li> </ul> <p>ACMGRM406 covers advanced breed grooming i.e. to show or competition level.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p><b>General:</b> This unit is an important addition to the teaching of a groomer. With such small numbers completing the Cert IV and most of the Cert IV units simply a repetition of the Cert III units, this unit is important to ensure those becoming a qualified groomer need to be able to groom both cross breeds and also more standardized pure breed style.</p> <p><b>Title:</b> Maybe should indicate that this is more breed style grooms rather than 'pet grooms' such as the PE within the cross breed unit. his unit should be clearly different to the other GRM unit.</p> <p><b>'Perform Breed Standard Grooms on different coat types'</b></p> <p><b>PC 3.2</b> the groomer should have knowledge of the phases of the hair growth as this will determine correct grooming. Such as a puppy coat or an adult coat etc</p>	<p>Thank you for the supportive feedback.</p> <p><b>Title:</b> The SMEWG considered the suggested change to the title and supports the following title: <i>Groom dogs to meet breed style and coat requirements.</i></p> <p>It is also worth noting the following statement has been added to the Unit Application: This unit applies to pet style grooms based on breed standards.</p> <p><b>PC3.2</b> phases of hair growth is included in PC3.2 and KE</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p>PC 4.4: 953, you are exactly correct. This would ensure that teaching is extended and ensure the quality of qualified groomer. Within any RTO there requires a period of instruction and practice of skills before assessment can take place.</p> <p>It is the responsibility of the RTO to provide a learning environment that allows student to practice skills that adhere to these PE.</p> <p>(4.4 this element would need longer than 10-20 wks to have students grooming to breed standard, as there is no time to practice before assessments on coat types such as Long/drop, curly/puff and wire. )</p> <p>PC 4.4 The development of this unit is obviously to differentiate between grooms on a cross breed which can also be seen as pet grooms as there is no breed standard. This unit is the teaching and development of skills for</p>	<p>Thank you for the feedback. The SMEWG considered and discussed the feedback associated with breed styles and coat types in detail.</p> <ul style="list-style-type: none"> <li>PC4.4 was modified - 4.4 Complete grooming techniques to meet breed style and coat requirements.</li> </ul> <p>Performance Evidence has been updated to clarify the intent of the unit.</p> <p>A revised the list of coat types and the common breeds associated with each coat type is included in the updated draft 2 (validation draft) of this unit.</p>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>grooming of breed standards and styles.</p> <p>PE bullet 3: I can understand that the groupings of these coat types aligns with grooming techniques that are similar. These groupings allow for assessment with different techniques in grooming. This ensures that RTO's don't assess on one style rather than assessing across a range of coat types and a range of grooming techniques and standards.</p>	
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p>The ACMGRM301 unit, is to focus upon breed standard grooming and techniques that are breed specific. The ACMGRM302 unit is to focus on more pet skills for cross breeds that have NO breed standard.</p> <p>What may need to happen, is that unit ACMGRM301 be reworded to state that evidence must be obtained for the grooming of one of each of the groups with the suggested list of breeds within each group.</p> <p>Example – a student MUST complete a long/drop coat and has a list of breeds that they can choose from. These are breeds NOT cross breeds as we must ensure the grooming is per breed standard. My suggestion for the performance evidence is the following:</p> <p>Performance evidence: An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence (direct observation or video evidence) that the individual has independently completed a full groom of at least one dog breed from each of the different coat type list, selected from the following:</p> <ul style="list-style-type: none"> <li>long/drop coat – Maltese, Shitzu, Tibetan Terrier, Bearded Collie etc etc etc</li> <li>double/heavy coat – Malamute, Husky, Poweranian, Japanese Spitz etc etc</li> </ul>	<p>Thank you for the suggested changes to the Performance Evidence. The SMEWG discussed the feedback and adopted components of the suggested changes with some rewording. Please refer to the validation draft for the list of coat types and breeds.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>• combination/silky coat - Cocker Spaniel, Golder Retriever etc etc</li> <li>• fluffy/curly coat - Bichon Frise, Poodle, Lhasa Apso etc etc</li> <li>• short/smooth coat – Boxer, Dalmatian, Mastiff etc etc</li> <li>• wiry coat – Airedale Terrier, Fox Terrier, Schnauzer etc etc</li> </ul> <p>The idea would be to have the tope 6-10 of each coat type. The student must be assessed on one from each cat type and that the grooming be per breed standard. This is not grooming a cross breed that has not got any actual guidelines, but ensures that the student has the skills to groom such a breed and understands breed standards and patterns as well.</p>	
<b>ACMGRM302 Perform grooms on cross breed dogs</b>		
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p><b>Unit title</b> I would prefer the use of the term 'mixed breeds' it is softer language</p>	Thank you for the feedback. The SMEWG considered the feedback and supports cross breeds in the title and unit.
<ul style="list-style-type: none"> <li>• RTO, WA</li> </ul>	<p><b>Performance Criteria 6.4</b> 6.4 Complete groom <i>using scissors, clippers, and other appropriate techniques</i> for a range of cross breed coat types and needs I feel this could be worded better. 6.4 Complete groom using appropriate equipment and techniques.....</p>	<p>Suggestion adopted. PC6.4 reworded to: 6.4 Complete groom using <i>appropriate equipment and techniques</i> for a range of cross breed coat types and needs</p>
	<p><b>Performance Evidence coat types</b> double/heavy and short/smooth should not be included in this UOC. This is what ACMGRM301 is for.</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and supports the current list of coat types in the PE:</p> <ul style="list-style-type: none"> <li>• long/drop coat</li> <li>• double/heavy coat</li> <li>• combination/silky coat</li> <li>• fluffy/curly coat</li> <li>• short/smooth coat</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>Performance Evidence - reference to nervous dog</b> This should be changed to inexperienced/reactive</p>	<ul style="list-style-type: none"> <li>wiry coat.</li> </ul> <p>Suggestion adopted – changed to:</p> <ul style="list-style-type: none"> <li>at least one dog must have special handling requirements - select one from: <ul style="list-style-type: none"> <li>inexperienced or reactive dog (nervous deleted)</li> <li>senior dog or dog with restricted movement</li> <li>puppy.</li> </ul> </li> </ul>
	<p><b>Assessment Conditions</b> PPE mentioned twice</p>	Thank you – double PPE reference corrected
<b>ACMGRM3X5 Provide sanitary and hygiene grooms for companion animals</b>		
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Unit title</b> Provide sanitary and contour grooming would be better terminology as this is what industry use.</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and supports the current title: <i>Provide sanitary and hygiene grooms for companion animals</i></p> <p>Note - A glossary of Pet Grooming terminology will be developed for the Companion Volume Implementation Guide (Companion Volume Implementation Guide ) that should reduce confusion around the different interpretation of grooming terms.</p>
	<p><b>Performance Criteria 1.4 Advise client of risks associated with the proposed work</b> Risks to the groomer or to the animal? Welfare or WHS risks??? There is no need to discuss WHS risks with the client.</p>	<p>Suggestion adopted. PC1.4 reworded to: 1. 4 Advise client of risks <i>to the animal</i> associated with the proposed work</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p><b>Performance Criteria 1.4 Advise client of risks associated with the proposed work</b> Responding to the RTO, WA above on the nature of the risks associated with breed characteristics - If necessary. example, heavy matting</p>	Thank you – see above
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Performance Criteria 1.4 Advise client of risks associated with the proposed work</b> Agree with Industry VIC above, if you included "for example</p>	Thank you – see above

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	heavy matting" this could be kept. So needs to be specified it is for work with higher risk factors. Then you would have that conversation with the client.	
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<b>Performance Criteria</b> 2.1 & 2.5 could be combined	Suggestion adopted. PC2.1 reworded and PC2.5 deleted  2.1 Identify and minimise the risks associated <i>to groomer and animal</i> according to workplace health and safety and animal welfare requirements
	<b>Elements or PCs?</b> 3 & 4 need reworking as it is repetitive and not in logical order	Thank you for the feedback. The SMEWG considered the feedback and supports the current order of elements 3 and 4 as typical across the industry. Individual groomers may have different approaches to grooming - the sequence of the PCs can be adapted as required by individual enterprises.
	<b>Knowledge Evidence - reference to common health risks associated with sanitary/hygiene and shave clips</b> Ear infections, urinary tract infections and urine burn are not caused by the grooming. These should be moved to point 6 with signs of abnormalities.	Thank you for feedback. The SMEWG considered and discussed the feedback in detail and supports the common health risks associated with sanitary/hygiene and shave and clips listed in draft 1 of the Knowledge Evidence.
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<b>Performance Evidence</b> To the bullet point that states - "one sanitary/hygiene maintenance groom covering face, feet and sanitary areas". Should also include nail trimming or grinding	Thank you for feedback – suggestion adopted. <ul style="list-style-type: none"> <li>one sanitary/hygiene maintenance groom covering face, feet and sanitary areas <i>and nail trimming or grinding</i>.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<b>Performance Evidence</b> Agrees with Industry Vic above – re: adding 'nail trimming or grinding'	Refer to the comments above
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD (951)</li> </ul>	<b>Title:</b> The industry does not use 'contour' terminology when referring to hygiene and sanitary grooming	Thank you for the feedback. The SMEWG considered the feedback and supports the current title: <i>Provide sanitary and hygiene grooms for companion animals</i> .

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Title:</b> Disagree with 951 on the term 'Contour'. I would be happy to provide resources to show that it is not only used here (Australia) but internationally as well.</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and supports the current title: <i>Provide sanitary and hygiene grooms for companion animals</i>.</p> <p>Note - A glossary of Pet Grooming terminology will be developed for the Companion Volume Implementation Guide (Companion Volume Implementation Guide ) that should reduce confusion around the different interpretation of grooming terms.</p>
<b>ACMGRM404 Provide creative styling for dogs (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.</p>	<p>The SMEWG has confirmed that the existing Certificate IV in Pet Styling should be deleted. Refer to the comments on this qualification above.</p>
<b>ACMGRM405 Groom cats of different breeds and coat types</b>		
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Performance Criteria</b></p> <p>3.5 and 3.6 are the same thing.</p> <p>Industry tends not to use the term shave unless it is at a surgical length. You clip at any length where as shave refers to being closer to the skin</p>	<p>Thanks for feedback. The SMEWG considered the feedback and supports the wording:</p> <p><i>3.5 Clip or shave cats to remove excess coat, mats or knots for cat health and comfort</i></p> <p><i>3.6 deleted</i></p> <p>Note - A glossary of Pet Grooming terminology will be developed for the Companion Volume Implementation Guide (Companion Volume Implementation Guide ) that should reduce confusion around the different interpretation of grooming terms.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), WA</li> </ul>	<p><b>Unit Application</b></p> <p>It assumes a working knowledge of pet first aid and cat behaviour and handling - should not be assumed, First Aid should be a part of the unit.</p>	<p>Thank you for feedback. Reference to <i>basic</i> pet first aid retained.</p> <p>Animal first aid is covered in <i>ACMGAS3X5 Provide basic animal first aid</i>.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), WA</li> </ul>	<p><b>PC 2.2</b> Basic cat anatomy should be added as you cannot choose handling restraints without anatomy.</p> <p><b>PC 4.2</b> Identify products and chemicals that cannot be used on cats</p>	<p>Thank you for feedback. Suggestions adopted.</p> <p><b>PC3.2</b> Use safe and effective techniques to secure cats for grooming, <i>taking into consideration anatomy and comfort</i>, and monitor for signs of stress</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>PC 5.1</b> Identify grooming techniques for different for cat breeds and coats</p> <p><b>PC 5.2</b> Perform techniques to establish and maintain Coats between professional groomers for cat breeds and coat types</p>	<p><b>KE(PC4.2)</b> – added to KE: <i>products and chemicals that cannot be used on cats</i></p> <p><b>PC 5.1</b> Identify <i>grooming</i> techniques for different for cat breeds and coats</p> <p><b>PC 5.2</b> Perform techniques to establish and maintain <i>coats between professional groomers</i> for cat breeds and coat types</p>
<b>ACMGRM406 Carry out breed standard styling on dog breed groups (updated title - Carry out advanced breed standard styling on dog breed groups)</b>		
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Performance Criteria 3.4 Remove stains from white or light coloured coats</b> Need to add the term "if required". Otherwise the assessor would be required to find all dogs with staining which is not realistic with a class of 10 or more grooming students</p>	Suggestion adopted – wording changed - added – <i>if required</i>
	<p><b>Foundation Skills</b> 2 sets of foundation skills??? Prefer the second</p>	Duplicated Foundation Skills rectified.
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p><b>Foundation Skills</b> Agrees with RTO WA - Yes, only one foundation skill is needed</p>	Refer to the comment above.
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Performance Evidence</b> Group 1 – Need to look at what breeds are chosen to the requirements, most of them don't require significant scissoring or clipping?</p>	Thank you for feedback. Group 1 reviewed by SMEWG and support the retention of the current list.
	<p><b>Performance Evidence</b> Group 3 – Lagottos don't get any kind of stripping so would not fit in requirements</p>	Thank you for feedback – see below
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p><b>Performance Evidence</b> In response to RTO, WA above - breed standard clipping re Lagotto. There are other breeds that are available for hand stripping</p>	Thank you for feedback – see below

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Performance Evidence</b> In response to Industry Vic above, even though there are other choices it's a mute point why have an example in there that can't be used. If you are still wanting for Lagottos to be in this unit put them in the "Others" section.</p>	Thank you for feedback. The SMEWG considered the feedback – Lagotto Romagnolo – retained in Group 3 Gun Dog
	<p><b>Performance Evidence</b> Bernese spelled incorrectly</p>	Thank you – typo rectified.
<b>ACMGRM4X1 Enhance companion animal coat and skin condition</b>		
<ul style="list-style-type: none"> <li>RTO, WA (1001)</li> </ul>	<p><b>Performance Evidence</b> I feel this is beyond a level IV unit to be accurately identifying ie diagnosing allergic dermatitis and fungal or bacterial infections. The diagnostic conformation of this type of skin conditions is the role of a veterinarian. Fungal and bacterial infections would require cytology and other diagnostic testing to accurately identify. Added from an email 10 march - An understanding of the different clinical signs of various skin conditions such as hair loss, redness, pustules, dryness, flaky skin, excess production of sebum etc (any departures from a normal appearance) and therefore when to refer to a veterinarian - but accurately identifying/diagnosing animal diseases is strictly for vets.</p>	<p>Thank you for the feedback. The SMEWG considered the feedback and confirmed that the unit is not intended to require diagnosis (role of veterinarian) but recognition of a range of common skin conditions and knowledge to refer clients to seek veterinary advice.</p> <p>Additional information provided in later email from this stakeholder has been adopted. Suggested changes made to PE and KE and to Element 2 (reworded to) <i>Recognise clinical signs of coat and skin conditions</i>.</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Performance Criteria 2.5</b> "and obtain" is in twice</p>	Thank you – typo addressed.
	<p><b>Knowledge Evidence</b> - reference to state/territory restrictions on the administration of specific medications Not sure if we need to keep the restrictions on admin here.</p>	<p>Thank you for the feedback. This point was added to ensure individuals have knowledge of requirements relating to their scope of practice and what should be referred to a veterinarian. Added to point for clarification.</p> <ul style="list-style-type: none"> <li><i>scope of practice and state/territory restrictions on the administration of specific medications</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA	<p><b>PE:</b> I disagree with 1001 even at a cert III level students should be able to identify issues such as ringworm as this could be an infection control risk, diagnosed or not you always treat it as worst case scenario until a vet has confirmed. This is not asking students for diagnostics it is asking to identify there is a valid medical issue that needs vet attention. The implications of not teaching how to identify common skin issues are less pets are sent to the vet for early intervention treatment by groomers in industry or worse at all.</p>	<p>Thank you for the supportive feedback. The unit is not intended to require diagnosis (role of veterinarian) but recognition of a range of common skin conditions and knowledge to refer clients to seek veterinary advice.</p> <p>The SMEWG reviewed the unit and made changes to PE and KE (non-technical language used) and Element 2 (reworded to) <i>Recognise clinical signs of coat and skin conditions.</i></p>



## Companion animal studies (ACMCAS) revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMCAS301 Work effectively in the companion animal industry (DELETE)</b>		
<ul style="list-style-type: none"> <li>Industry Association, WA</li> </ul>	<p>Q14 In your view is the deletion of this component necessary? - Yes</p> <p>Q15 Please let us know why you have made this selection.</p> <p>I agree that the unit as it stands is redundant, all elements are covered in other units. It is also outdated with some terms used. However, I would like to see some basic understanding of what it means to be an employee included in perhaps another unit. Information on awards, wages, contract vs employee, employee rights, where to go for help as an employee. A large percentage of enquiries we receive are in regard to these matters which indicates that it is not common knowledge, students/employees would benefit from learning this during their education.</p>	<p>Thank you for the feedback. Your support for the deletion of this unit is noted.</p> <p>Some of the information mentioned is covered in <i>ACMGAS201 Work in the animal care industry</i></p> <ul style="list-style-type: none"> <li>PC1.1 Collect and interpret information on working in the industry, including employment terms and conditions</li> <li>KE point: features of animal care industries, including: <ul style="list-style-type: none"> <li>relationships between sectors and other industries</li> <li>industry work conditions</li> <li>legislation that affects the industry, including workplace health and safety and animal welfare</li> <li>industrial relations and employment terms and conditions</li> <li>career opportunities within the industry</li> <li>appropriate industry work ethics</li> <li>industry quality assurance standards</li> <li>general job responsibilities in a range of animal care sectors</li> </ul> </li> </ul>
<b>ACMCAS302 Provide advice on companion animal selection and general care</b>		
<ul style="list-style-type: none"> <li>RTO, NSW (241)</li> </ul>	<p>Response to SI comment: Although the structure for both units are similar-the aquatic unit should be a separate one due to the huge range of species in aquatic- or we could delete the 303 altogether as there is now the SPE units</p> <p>PE bullet 2: In my business, I often advise clients on a suitable pet/breed of dog to suit their lifestyle. I don't keep workplace records of these recommendations- but I do think that providing advice verbally should also be backed up by some written literature, as people often forget what you have verbally spoken to them about.</p>	<p>Thank you for the constructive feedback. ACMCAS302 and 303 will be kept separate.</p> <p>Suggestions adopted. Added to PCs:</p> <ul style="list-style-type: none"> <li>1.2 Provide information on the characteristics of different species and/or breeds of animals, <i>including written information where available</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), National (1000)</li> </ul>	<p>Response to SI comment: Agreed they [companion and aquatic animal units] shouldn't be merged.</p> <ul style="list-style-type: none"> <li>PC 3.2: There doesn't seem to be any focus on behavioural needs and advice given?</li> <li>KE bullet 6c: low stress animal handling techniques should be added in here</li> <li>6d?: There doesn't seem to be any focus on behavioural needs and advice given?</li> </ul>	<p>Thank you for the constructive feedback. ACMCAS302 and 303 will be kept separate. Suggestions adopted.</p> <p>Added to Element 3 and PCs:</p> <ul style="list-style-type: none"> <li>3. Advise on health, nutritional and <i>emotional wellbeing</i> requirements</li> <li>3.5 Discuss the animal's social and enrichment needs, including those that impact on behaviour and emotional wellbeing</li> <li>4.3 Advise client on safe, <i>low stress</i> and humane animal transportation</li> </ul> <p>Added to KE:</p> <ul style="list-style-type: none"> <li>overview of animal species and/or breeds commonly held or relevant to sector, including common names, key features and behavioural characteristics</li> <li>commonly selected companion animal species and/or breeds, including: <ul style="list-style-type: none"> <li>emotional wellbeing - enrichment and social needs</li> <li>safe, <i>low stress</i> animal handling techniques</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA (956)</li> </ul>	<p>PC 3.2: I agree regarding the behavioural advice. Mental well being is as important as physical well being. You cannot advise on animal selection without involving the enrichment needs of the animal.  PE bullet 2: I agree with 241 [<i>re backing up advice with written literature ...</i>]  KE bullet 6c &amp; 6d? Agree with 1000 on both comments here. [<i>Animal welfare must revolve around the mental as well as the physical components of care. An understanding of low stress handling will allow that aspect of care to be passed on to the client</i>] as a basic understanding of what is desirable going forward</p>	<p>Thank you for the constructive feedback. Please refer to comments above.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>Response to SI comment: No they should not be merged.  KE bullet 6c &amp; 6d? Agree with 1000 and 956</p>	<p>Thank you for the feedback. Please refer to comments above.</p>
<p><b>ACMCAS303 Provide advice on selection and care of aquatic animals</b> (updated title - <i>Provide advice on aquatic animal selection and general care</i>)</p>		
	No feedback received	See comments for ACMCAS301 – keep the two units separate.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		SMEWG updated the title and PE for consistency with ACMGAS302 <i>Provide advice on aquatic animal selection and general care</i>
<b>ACMCAS304 Capture, handle and transport companion animals (Proposed for deletion)</b>		
	No feedback received	
<b>ACMCAS305 Maintain aquascapes and aquatic animals</b>		
	No feedback received	SMEWG reviewed and updated the KE for consistency with ACMGAS303
<b>ACMCAS306 Provide grooming services for companion animal comfort (Refer to ACMGRM3X5)</b>		
	Redesigned as ACMGRM3X5 Provide sanitary hygiene grooms for companion animal Refer to GROOMING units section for feedback received on this unit.	
<b>ACMCAS307 Provide companion animal hydro-bathing services (Proposed for deletion)</b>		
	No feedback received	
<b>ACMNEW3X3 Walk and exercise dogs (NEW)</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	PC 3.2: "body" visual	<p>Suggestion adopted. <i>Body</i> replaced with <i>visual</i> in PC3.2</p> <ul style="list-style-type: none"> <li>3.2 Reinforce training relating to walking on lead including use of lead, positioning dog, speed and direction, <i>visual</i> and verbal cues</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>PCs 1.1-1.4</b> Suggest addition - Identify exercise needs of client and dog</p> <p><b>PCs 2.1-2.6</b> Somewhere in here needs to be something about briefly assessing health and physical capability of the dog to undertake exercise (and basic health care so they can provide feedback to clients on something they may have noticed)</p>	<p><b>Performance criteria (elements 1-3)</b> Suggestion adopted. Modified PC2.1 2.1 Identify client and animal exercise requirements</p> <p>Suggestion adopted. Added PC2.3 Assess basic health and physical capability of the dog to undertake exercise</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>2.4 Assess dog compatibility if activity involves more than one dog</b></p> <p><b>2.6 Use positive reinforcement techniques to establish desired behaviours</b> would suggest changing this to something like: - Use management and training techniques to ensure dog has positive welfare outcomes at all times. Opening and closing a door or stepping backwards out of the reach of a jumping dog are not positive reinforcement techniques but they are low-stress and may be required for safety reasons (e.g. to teach the dog not to barge out a car door on the first walk) I'd suggest steering clear of quadrant-based ethics at all times and put the onus on the trainer to ensure that good welfare outcomes are always achieved for the dog (that is, the dog is always happy to be involved and will choose to come back next time)</p> <p><b>3.3 Monitor interactions with other dogs and people and take action to avoid negative incidents</b> Additionally, reinforce calm and socially healthy response towards other dogs and unfamiliar people at all times</p>	<p>PC2.4 dog added</p> <p>Suggestion adopted. PC2.7 reworded - Use management and training techniques to ensure dog has positive welfare outcomes at all times</p> <p>Suggestion adopted. PC3.3 reworded - 3.3 Monitor interactions and reinforce calm and socially healthy responses towards other dogs and unfamiliar people at all times</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Knowledge evidence:</b></p> <ul style="list-style-type: none"> <li>physical features and exercise needs of common dog breeds - Omit - emphasize individualised approach.</li> <li>behavioural characteristics of (remove common dog breeds) dogs, including: <ul style="list-style-type: none"> <li>how to recognise body language and emotional states</li> <li>signs of undesirable or maladaptive behaviours</li> </ul> </li> <li>Canine communication with people and other dogs</li> <li>Signs of distress and increased arousal (a happy dog that is bouncing off the walls is important too...)</li> </ul>	<p>Suggestions adopted.</p> <ul style="list-style-type: none"> <li>Point deleted</li> <li>Changed to: <ul style="list-style-type: none"> <li>behavioural characteristics of common dogs breeds, including: <ul style="list-style-type: none"> <li>canine communication with people and other dogs</li> <li>signs of distress and increased arousal</li> </ul> </li> </ul> </li> </ul>
<b>ACMCAS401 Advise on companion animal industry compliance and practices</b> (updated title - <i>Advise on animal industry compliance and practices</i> )		
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>Comment: the scope is no longer confined to companion animals Comment: "advise" is not sufficient - more is required of the worker.</p> <hr/> <p>Application statement "that apply to the workplace" – compliance goes beyond</p>	<p>Suggestion adopted. The SMEWG considered the suggestion on making the unit broader (i.e. applicable to all animals not only companion animals) and removed references to 'companion' from the title and other parts of the unit.</p> <hr/> <p>The following point has been added to the KE</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	workplace health and safety and animal welfare regulations in the workplace. There are legislative and compliance aspects to the role of animal trainers in the community, for example advising clients about their responsibility to manage their animal in public open space.	<ul style="list-style-type: none"> <li>Commonwealth, state and territory regulations and local government by-laws relating to animal ownership, animal welfare, public safety and animals, animal transport and biosecurity.</li> </ul>
	Therefore assessment of the animal's needs, providing advice on behaviour management and providing advice about facilities and activities available should be a standalone Unit.	Assessment and providing advice on behaviour is covered in ACMCAS409 Provide individual advice on behaviour management and training. No further action
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	General: I think this is a great improvement for this unit. I have delivered the CIV CAS for many years and I think this update really is more relevant to industry	Thank you for the supportive comment.
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	Unit title: Maybe change to best practice? All in all a good unit.	Thank you for the supportive comment. The suggestion to use best practice in the title was not adopted by the SMEWG, but the title has been changed – refer to the comments above on the need to broaden the scope of the unit.
<b>ACMCAS402 Manage and maintain aviaries and bird rooms</b>		
	No feedback received	SMEWG reviewed the unit and made minor changes made throughout.
<b>ACMCAS403 Design, construct and maintain aquascapes</b>		
	No feedback received	SMEWG reviewed the unit and made minor changes made throughout
<b>ACMCAS404 Development enrichment strategies for companion animals (updated title - <i>Develop, implement and monitor enrichment strategies for animals</i>)</b>		
	Refer to BEHAVIOUR AND TRAINING section for feedback on this unit.	
<b>ACMCAS405 Purchase companion animal livestock (Proposed for deletion)</b>		
	No feedback received	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMCAS406 Manage companion animal breeding</b>		
Industry (employer / employee), National (1000)	<p>General: Should this unit also cover how offspring should be managed to ensure the production of the best possible animals? i.e. development of socialisation protocols and programs etc</p> <p>PC 4.1: Also legislation and ethical practice principles</p> <p>4.2: Also legislation, veterinary advice and ethical practice principles</p> <p>(insert) 4.4 Provide outcomes for retired or non-breeding stock that ensure good quality of life</p>	<p>Suggestions adopted. Changes throughout unit to emphasise animal welfare and ethics. PC1.1, 1.5 and 4.1. New PCs 4.3 &amp; 4.4</p> <p>4.3 Assess procedures for managing the welfare of offspring</p> <p>4.4 Provide outcomes for retired or non-breeding stock that ensure good quality of life</p>
Industry (employer / employee), NSW	<p>General: Absolutely agree with 1000. It would also be good to provide information on breed specific health testing and what the testing results should look like to qualify a breeding dog to be used in a breeding program.</p> <p>APP 2nd paragraph: This seems to be very focused on large breeding establishments rather than all breeders.</p> <p>PC 4.1: This should be as per state and federal requirements.</p> <p>4.2: Agree with 1000 (.also legislation, veterinary advice and ethical practice principles)</p> <p>Element 4: Is this aimed at all breeding not just KC breeders? There is software available to keep coherent records of breeding, mating, offspring, health testing which should be encouraged to be sent out with every pup.</p> <p>KE: Health testing as per breed specifics. hips/elbows, heart, DNA etc</p>	<p>Thank you for the constructive comments – see above for responses.</p> <p>The unit is applicable to a range of companion animal species, not only dogs. It covers a range of environments from small to large operations.</p> <p>KE – points added:</p> <ul style="list-style-type: none"> <li>• breed or species specific health testing procedures</li> <li>• workplace and/or industry record keeping requirements</li> </ul> <p>Note: The SMEWG reviewed the unit and updated the licensing statement in application section and added two new PCs 2.2 &amp; 2.3 and updated the KE points relating to:</p> <ul style="list-style-type: none"> <li>• genetics (element 2)</li> <li>• regulatory requirements, codes of practice etc</li> </ul>
<b>ACMCAS407 Provide professional companion animal grooming services (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>• RTO, VIC</li> </ul>	<p>These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.</p>	<p>Refer to the comments above on the proposed deletion of <i>ACM40617 Certificate IV in Pet Styling</i> which has the support of the SMEWG.</p>
<b>ACMCAS408 Manage the operation of a mobile hydro-bathing facility (Proposed for deletion)</b>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, VIC	These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.	Refer to the comments above on the proposed deletion of <i>ACM40617 Certificate IV in Pet Styling</i> which has the support of the SMEWG.

### General animal studies (ACMGAS) revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMGAS101 Investigate job opportunities in animal care and related industries</b> (updated title- <i>Explore job opportunities in animal care and related industries</i> )		
	No feedback received	Unit reviewed and updated by SMEWG. Title changed. Elements 2 and 3 merged. Minor edits for clarity and consistency
<b>ACMGAS102 Catch and handle a range of quiet animals</b> (updated title - <i>Approach and handle calm animals</i> )		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	PC 5.3: and low stress KE (SI comment): I'm unclear of the meaning here. what are the skills you need here?	Unit reviewed and updated by SMEWG. Titled updated. Element 3, 4 and 5 merged. Minor changes for consistency and clarity of terminology ( <i>catch</i> changed to <i>approach</i> ) Suggestion adopted. <ul style="list-style-type: none"> <li>Added low stress to PC, PE and KE</li> <li>KE – points reworded for clarity – deleted 'for future skill development' - ambiguous</li> </ul>
<b>ACMGAS103 Assist in the care of animals</b>		
	No feedback received	Unit reviewed and updated by SMEWG. Elements 3 and 4 merged. Minor changes for consistency and clarity
<b>ACMGAS201 Work in the animal care industry</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	PE bullet 3: "anima," spelling	Typo fixed.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>General: Reads well, with a requirement for a large body of knowledge at a Cert II level</p> <p>PE: More specific than previous version - carried out routine animal care work routines with 3 different animals.</p> <p>Now 2 animals as well as ID 10 breeds of dogs, 5 cats and 1 other. Does equivalence hold?</p>	<p>Thank you for supportive comments.</p> <p>KE was reviewed by the SMEWG with very minor updates</p> <p>As a new element 2 has been added the unit is considered <i>Not equivalent</i>.</p>
<b>ACMGAS202 Participate in workplace communications</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p>Response to SI comment to replace this unit with BSB unit: I can't see why not, it all seems fairly generic</p>	<p>Thank you for the supportive feedback. The SMEWG confirms that ACMGAS202 will be replaced with <i>BSBCMM201 Communicate in the workplace</i>, and ACMGAS202 will be proposed for deletion</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Response to SI comment to replace this unit with BSB unit. BSB unit does not specifically mention calculations or data or taking part in a workplace meeting.</p> <p>Nominal hours BSB 40 and current ACM 20</p> <p>PC 4.7: Seems unnecessary already have PC 4.4, 4.6 which covers PC 4.7</p>	<p>Thank you for the feedback and information.</p> <p>The SMEWG considered this feedback and confirms that that ACMGAS202 will be replaced with <i>BSBCMM201 Communicate in the workplace</i>, and ACMGAS202 will be proposed for deletion. Numeracy is covered in many of the ACM units.</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>Response to SI comment to replace this unit with BSB unit: This looks like a good suggestion.</p>	<p>Thank you for the supportive feedback.</p> <p>The SMEWG considered this feedback and confirms that that ACMGAS202 will be replaced with <i>BSBCMM201 Communicate in the workplace</i>, and ACMGAS202 will be proposed for deletion.</p>
<b>ACMGAS203 Complete animal care hygiene routines</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>General: Reads well and no changes</p>	<p>Thank you for supportive comments.</p> <p>The SMEWG reviewed this unit and made minor changes, including for consistency in performance evidence requirements – refer to validation draft.</p>
<b>ACMGAS204 Feed and water animals</b>		
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>PE "two animals at different stages" good addition.</p>	<p>Thank you for supportive comments.</p> <p>The SMEWG reviewed this unit and made minor changes, including for consistency in performance evidence requirements – refer to validation draft.</p>
<b>ACMGAS205 Assist in health care of animals</b>		



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW (766)</li> </ul>	<p>PC 4.4 very similar name to the level 3 unit - maybe there should be a change to the terminology otherwise it will be expected to deliver the same things? At the very least at this level it should be 'Assist supervisor to provide basic first aid' or 'Provide assistance for the provision of basic first aid' rather than the suggestion they can do it themselves? This could be a stand alone level 2 unit?</p>	<p>Suggestion adopted. PC reworded to: <i>Assist supervisor to provide basic first aid</i></p> <p>The SMEWG reviewed this unit and made minor changes, including for consistency in performance evidence requirements – refer to validation draft</p> <p>Note - The SMEWG considered that the skills and knowledge required for animal first aid reflect AQF level 3 outcomes given the problem solving and responsibility involved. The existing <i>ACMGAS305 Rescue animals and apply basic first aid</i> and <i>ACMGAS206 Provide basic first aid for animals</i> have merged and redesigned as <i>ACMGAS30X Provide basic first aid for animals</i>.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p>PC 3.1: utilising low stress handling methods PE bullet 1: low stress KE bullet 5: including low stress methods</p>	<p>Suggestion adopted – low stress handling added to PC3.1, PE and KE.</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>PC 4.4 does not fit into this PC. Wording suggests applying first aid after treatment which does not follow. Can only work if you apply first aid to treatment and an adverse reaction occurs. Implementation of this is not practical as assessment would require an adverse reaction to take place, so learner can assist in basic first aid. Could only do this in theory, not in practice.</p> <p>PC 4.4 Agree with 766, current wording implies learner provide first aid after instructions from supervisor. Suggested wording as per 766 "Assist supervisor....."</p> <p>Should have level 2 first aid as per 766, ACMGAS206 was a useful unit</p>	<p>Suggestions adopted.</p> <ul style="list-style-type: none"> <li>PC reworded to: <i>Assist supervisor to provide basic first aid</i> and reordered for a more logical workflow – now PC4.2</li> </ul> <p>The SMEWG reviewed this unit and made minor changes, including for consistency in performance evidence requirements – refer to validation draft.</p> <p>Refer to the note above on the redesigned <i>ACMGAS30X Provide basic first aid for animals</i>.</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>PC 4.4: Agree with 766 like the suggestion of provide assistance for the provision of first aid</p> <p>I think the addition of provide assistance with the provision of first aid into this unit and removing ACMGAS206 is a good suggestion. The criteria in the new unit is more appropriate at that level.</p>	<p>Suggestion adopted – see above.</p> <p>Thank you for supportive comments.</p> <p>Refer to the note above on the redesigned <i>ACMGAS30X Provide basic first aid for animals</i></p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMGAS207 Provide reception services for an animal care facility</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<ul style="list-style-type: none"> <li>Element 1: I think it's important to include some listening skills here too. i.e. if a customer has presented at a reception desk the staff member needs to listen to why they are there, hear their needs and respond accordingly.</li> </ul> <p>PC 3.2: using low stress handling methods</p>	<p>Suggestions adopted.</p> <ul style="list-style-type: none"> <li>Foundation Skill descriptor added to oral communication</li> <li>Use active listening skills and questioning techniques to determine and respond client needs</li> <li>PC3.2 Secure, restrain and handle animals in a safe and humane manner <i>using low stress methods</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<ul style="list-style-type: none"> <li>PE: Prefer the volume/frequency related to tasks rather than specifying a number of hours or days</li> </ul>	<p>Thank you for supportive comments.</p> <p>The SMEWG reviewed this unit and made minor changes for consistency and clarity of terminology e.g. transactions rather than sales.</p>
<b>ACMGAS208 Source information for animal care needs (updated title <i>Source and provide information for animal care needs</i>)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW (241)</li> </ul>	<p>General: Not sure that the competencies in this unit are already covered in others. Taking an animal history, communicating with clients, providing advice on products and health care. I believe this unit is doubling up on others.</p> <p>Element 3: This PC is not always achievable. A student may be able to scan an animal for microchip- but accessing a data base would not be required of an entry level worker-or not available to all completing this course. If in a vet clinic, maybe they can access, in a captive facility-the facility may have their own records, in a boarding kennel, pet store etc. For these facilities how do they complete 3.4, or 3.3?</p>	<p>The SMEWG considered and discussed the feedback. The unit has been redesigned to merge the outcomes of ACMGAS208 and ACMGAS209 to remove duplication across these units. The changes include a title update and changes to elements and PCs for clarity and for broader use across ACM sectors.</p> <p>Note that <i>BSBCUS201 Deliver a service to customers</i> has been added as an elective in the revised Certificate II in Animal Care</p>
<ul style="list-style-type: none"> <li>RTO, VIC (680)</li> </ul>	<p>General: Agree with 241, information contained in many other units but useful to reinforce or introduce to taking animal history, communication</p> <p>PC 3.1: Use of the word OR allows for other methods ie tagging, tattoos, collars and breed id, as mentioned in PE and KE animal identification databases</p> <p>KE bullet 2: Need KE on breed id - add anatomical structures and physiological features used to identify and classify animals down to species and breed level</p>	<p>Thank you for the supportive comments.</p> <p>The SMEWG considered and discussed the feedback. The unit has been revised and updated.</p> <p>The intent of the feedback on animal identification has been considered.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>Element 3: In general agree with the points made in that the unit is about sourcing information for animal care needs. This does include gathering information on the animal but as already said in a pet store situation this would come from talking to the owners.</p> <p>Possibly Gather animal identification information so (as per 680) can use other methods</p>	<p>Thank you for the supportive comments.</p> <p>The SMEWG considered and discussed the feedback. The unit has been revised and updated.</p> <p>The intent of the feedback on animal identification has been considered.</p>
<b>ACMGAS209 Provide information on companion animals, products and services</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p>FS bullet 2: demonstrate communicating with respect and empathy.</p>	<p>The SMEWG considered and discussed the feedback. The unit has been redesigned to merge the outcomes of ACMGAS208 and ACMGAS209 to remove duplication across these units. The changes include a title update and changes to elements and PCs for clarity and for broader use across ACM sectors</p> <p>Note that <i>BSBCUS201 Deliver a service to customers</i> has been added as an elective in the revised Certificate II in Animal Care</p>
<b>ACMGAS210 Prepare for and conduct a tour or presentation (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General: I believe giving a tour or presentation of a companion animal facility is different to a keeper talk in a captive facility-I agree that keeper talks should be at AQF 3- but there is still a need for entry level workers to be able to talk about the facility or provide tours in companion area.</p>	<p>Thank you for your feedback.</p> <p>The SMEWG advised that this work function reflects AQF level 3 outcomes and that ACMGAS210 duplicates many of the outcomes of <i>ACMCAN302 Prepare and present information to the public</i>.</p> <p>ACMGAS210 will be replaced with the revised <i>ACMCAN302</i> as an elective in the Certificate II.</p> <p>Therefore, <i>ACMGAS210 Prepare for and conduct a tour or presentation</i> is proposed for deletion.</p>
<b>ACMGAS301 Maintain and monitor animal health and wellbeing</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National (1000)</li> </ul>	<p>PC1.4: isolation areas need to be covered here too as they are separate things.</p> <p>4.3 (response to SI comment): yes, that would be appropriate (add <i>medications</i>)</p> <p>KE bullet 8e: urine should be mentioned here too</p>	<p>Suggestions adopted: PCs reworded</p> <ul style="list-style-type: none"> <li>1.4 Prepare and maintain isolation and quarantine areas in accordance with workplace protocols</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>4.3 Store treatments and medications appropriately according to workplace procedures</li> </ul> KE – urine added
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	PC1.4: Agree with 1000, two different strategies used to control the spread of disease ie limit or stop Isolation separates ill animals from healthy animals or those reasonably suspected of being infected to prevent the spread of disease Quarantine separates animals who has been exposed or reasonably suspected of having been exposed to a communicable disease, to prevent the spread of disease	Thank you for the information. Refer to comments above re PC1.4
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	PC 2.1: Clarify "range" - different species or different breeds or classes of animal?  KE bullet 2 & last bullet: Would be useful to have a defined glossary of terms that would be relevant at this level and in the relevant industries using the qual	Suggestion adopted: <ul style="list-style-type: none"> <li>2.1 Examine the anatomy and physiology of a range of animal <i>species</i> to identify differences in physical appearance and body structure</li> <li>The SMEWG supports the concept of adding a glossary of terms to the ACM Companion Volume Implementation Guide</li> </ul>
<b>ACMGAS302 Provide enrichment for animals</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National (1000)</li> </ul>	Element 2: This is all creating the assumption that enrichment is only required when an animal is demonstrating stress behaviours. However, the thinking these days is that all animals should have enrichment all of the time to improve quality of life and prevent/reduce stress. Element 3: Determine what enrichment is, and how it can be different for different species, and individuals PE bullet 1 "undesirable" is this the correct term for here? undesirable to who? should it be changed to stress? KE bullet 5: "undesirable" as above KE 6: and low stress	Thank you for the feedback. The SMEWG considered this feedback and recommended the following changes:  Element 2 reworded to <i>Assist with preparing an enrichment program</i> and all PCs reviewed. Focus is on preparing environmental and behavioural enrichment for all animals not only those with behavioural concerns. KE has been revised to reflect this also. Element 3: PC3.1 and 3.2 revised for consistency with element 2.  Terminology: undesirable deleted and low stress added.
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Elements: Agree with 1000. Statements are reactive responses only, must promote proactive care and enrichment ie don't wait for undesirable behaviour before providing enrichment PE bullet 1 "undesirable" As discussed at feedback session a	Thank you for the feedback – see comments above  A glossary of terms will be added to the ACM Companion Volume Implementation Guide – to be confirmed by SMEWG

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	glossary of current veterinary terms in the implementation guide will be very useful	
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>Element 1: I agree with these comments above, however, you have to understand normal behaviour before you can recognise abnormal behaviour. so to be able observe and record is the start only.</p> <p>Element 3: What happened to sensory enrichment and cognitive abilities in relation to enrichment requirements?</p>	<p>Thank you for the feedback – see comments above</p> <p><i>Sensory enrichment and cognitive ability of animal species now covered in KE and element 3 as part of environmental and behavioural enrichment.</i></p>
<b>ACMGAS303 Provide nutritional requirements for animals</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>This is a huge unit if it gets very technical. There are already specific animal requirements assessed in specific equine, livestock and the SPE unit. Perhaps 2.5 could be removed. I think expecting students at this level to do more than identify the correct type of foods is too much - I feel like this is almost expecting them to prepare 'home-made' diets which is a very difficult task.</p> <p>PC 2.7. With the revision this would better read 'Document diet plans as per supervisors instructions...' as otherwise it seems they are still expected to plan the diet?</p>	<p>Suggestions adopted.</p> <ul style="list-style-type: none"> <li>Revised PCs <ul style="list-style-type: none"> <li>2.5 Identify key food groups of animal food or diet</li> <li>2.7 Document diet plans according to supervisor instructions and workplace procedures</li> </ul> </li> <li>KE – additional point: <ul style="list-style-type: none"> <li>key food groups in animal food or diet, including protein, carbohydrate, vitamin and mineral supplement and fibre content (from PC2.5)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Title: New title more appropriate consistent with other level III units in GAS, CAS and SPEC sectors Provide.....	Thank you for the supportive comment.
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p>Performance Criteria 2.5</p> <ul style="list-style-type: none"> <li>Agrees with RTO, NSW that Performance Criteria 2.5 should be removed. It is rare that an animal care worker at this level has to know the percentage make up of diet to formulate a specific diet</li> </ul>	Thank you for the feedback. PC2.5 has been revised

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p>Knowledge Evidence</p> <ul style="list-style-type: none"> <li>Overview of protein... etc should be removed in line with Performance Criteria 2.5 being removed.</li> <li>Blood and faecal tests for nutritional uptake are very specialised, rarely done and only performed by vets. This is a general unit and not a veterinary nursing unit. This should be removed from this unit as irrelevant for a general animal care worker, they will not perform, assist with, or order these tests.</li> <li>Animal handling isn't really necessary for the development or provision of diets. You rarely have to handle an animal to feed it, especially in general animal care roles. That is more a vet nursing related task for assisted feeding.</li> </ul>	<p>Knowledge evidence has been reviewed:</p> <ul style="list-style-type: none"> <li>protein relates to broad food groups</li> <li>blood and faecal tests removed</li> <li>handling techniques left in as a KE point</li> </ul>
<b>ACMGAS304 Carry out simple breeding procedures</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), National (1000)</li> </ul>	<p>PE response to SI comment: two is more reasonable  KE: is it possible to add a small ethics section to this unit to encourage the student to consider the ethical implications of the breeding procedures. what are we doing, why are we doing it, what will the outcomes be for the individuals involved, are there alternatives available, how can we ensure best possible outcomes for the offspring etc?</p>	<p>Thank you for the feedback. Suggestion adopted.  Animal welfare and ethics strengthened throughout the unit in:</p> <ul style="list-style-type: none"> <li>Application section</li> <li>PC1.3</li> <li>PE and KE.</li> </ul> <p>PE requires simple breeding of two animals</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>APP 3rd paragraph: "animal welfare regulations," add ethics requirements  PC 1.3: add also welfare and ethics requirements  PE (response to SI comment): Agree with 1000 breeding 2  PE bullet 1e: followed animal welfare and ethics requirements  KE Agree with 1000 add ethics and link back to addition of ethics in application and PC 1.3</p>	<p>Thank you for the constructive feedback. Suggestion adopted.  Animal welfare and ethics strengthened throughout the unit in:</p> <ul style="list-style-type: none"> <li>Application section</li> <li>PC1.3</li> <li>added to PE and KE:</li> </ul> <ul style="list-style-type: none"> <li>followed animal welfare and ethics requirements relating to breeding animals.</li> <li>key requirements of state/territory legislative and regulatory and licensing requirements related to animal breeding.</li> </ul>
<b>ACMGAS305 Provide basic first aid for animals</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General: I think a level 3 first aid unit is a good idea but think there should still be a basic level 2 first aid unit to be included in the Cert 2 qual. Perhaps 'Assist with provision of basic first</p>	<p>Thank you for the feedback. The SMEWG considered the suggestion for a level 2 confirmed that two first aid units be merged to reduce overlap - <i>ACMGAS206 Provide basic first aid for animals</i> and</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	aid'- rather than this being squashed in ACMGAS205 as just a very large PC.	<p><i>ACMGAS305 Rescue animals and apply basic first aid.</i> The revised unit reflects AQF level 3 outcomes and is an elective.</p> <p>To ensure some understanding of basic first aid is covered by all Certificate II graduates, the "PC 4.4 Assist supervisor to provide basic first aid" was added to ACMGAS205 Assist in health care of animals, which is a core unit in the Certificate II. This unit also includes "common health maintenance treatments and basic first aid tasks" is in the KE.</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	General: Agree with 766, see feedback ACMGAS205	See comment above.
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	General: Agree with the amalgamation of this unit and ACMGAS206. Knowledge criteria much more suitable to a level III. Believe the additional criteria in ACMGAS205 is sufficient at a level II.	Thank you for the supportive comment.
<b>ACMGAS306 Assist with conditioning animals (revised to <i>ACMGAS4XX Condition animal behaviour</i>)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW (241)</li> </ul>	General: The title should go back to Condition Animals. Most of the competencies is for student to condition an animal. As long as they seek supervisor approval and follow workplace protocols a level 3 student could train an animal- not a complex behaviour, but simple behaviour using operant conditioning techniques	Feedback, including from public consultations, indicates that this unit should be focussed on <i>conditioning</i> animals not <i>assisting</i> . The SMEWG approved a redesigned unit based on feedback that reflects AQF level 4 outcomes to replace ACMGAS306. Please review the updated unit <i>ACMGAS4XX Condition animal behaviour</i> in the validation period.
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	PC 1.1 "undesirable" I'm not sure desirable and undesirable are the correct terms to be used here. Perhaps normal vs stress behaviours would be more accurate? KE bullet 4g: is counter conditioning a better term to use for here?	See comment above.
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	General: Agree with 241	See comment above.

**Stakeholder Comments and Identified Issues**

**Consideration and Proposed Resolution**

- RTO, VIC

General: Agree with 241 as the learner is performing conditioning not assisting. Application states assist. The Language of E's and PCs are not consistent with assist - develop, review Need to re-write to incorporate assist.

PC 1.1 "desirable and undesirable" As discussed at feedback session a glossary of current veterinary terms in the implementation guide will be very useful

See comment above.



## Behaviour and training (ACMNEW & ACMCAS) units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMNEW3X4 Identify behaviours and interact safely with animals (NEW)</b>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), TAS</li> </ul>	<p><b>Title - response to SI query</b> - Preference is for "behaviour" as a reference to animal "emotions" may be understood as same to human emotion and reactions.</p> <p><b>Unit sector - response to SI query</b> - Preference is for GAS (General Animal Studies)</p> <p><b>PC2.3</b> Suggest replacing the words "emotional state" with "psychological condition"</p>	<p>Thank you for feedback. SMEWG considered and discussed the feedback and supports the current title - <i>Identify behaviours and interact safely with animals</i></p> <p>The Unit Sector will be changed to Behaviour and Training (BEH)</p> <p><i>Emotional state</i> is the terminology used throughout the new behaviour and training units. It will be kept for consistency.</p>
	<p><b>PC3.1</b> Check other animals are safe and secure prior to moving animals</p> <p>Comment added in relation to "other" animals - this relates to moving one horse from a herd of horses. Safety measures for horses and people must be in place. So, not having animals freely roaming about while removing or transporting one.</p>	<p>Thank you for the comment about the intent of the PC in relation to horses.</p>
	<p>4.1 Use species-appropriate techniques and equipment to <i>safely</i> secure, position and control animal movement in close proximity</p>	<p>Suggestion adopted. PC4.1 – <i>safely</i> added</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Title - response to SI query</b></p> <p>I am of two minds about emotional states. I would prefer it, but I know how to assess emotional states (at least in dogs). I think it is good for students to understand that there are emotional states and how best to read them, but I worry about the ability of people to teach about it .... it is a huge topic with so many exceptions to the rule. Consider something like "Recognize body language that identifies emotional states and allows safe interaction with animals". Or something like that.</p>	<p>Thank you for feedback. SMEWG considered the suggestion and supports the current title - <i>Identify behaviours and interact safely with animals</i>.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p><b>Performance criteria</b></p> <p><b>PC1.5</b> Should this be ...the animal if required?</p> <p><b>PC2.2</b> Science has shown us that there is as much, if not more difference within a breed as between breeds (again, with dogs) so are breed specific traits necessary? Group traits might be better, i.e. gun dogs, working dogs etc. Use the ANKC's 7 groups to describe differences rather than breed.</p> <p><b>PC3.5</b> Is there a definition of the word 'challenging'? What might be challenging to one student would be very simple for others. I don't believe the word is specific enough. Given the unit is about interacting safely, could this be something like 'Manage potentially unsafe behaviours humanely'</p>	<p>PCs - suggestions adopted:</p> <ul style="list-style-type: none"> <li>• PC1.5 Typo fixed - 1.5 Prepare equipment for securing the animal if required</li> <li>• PC 2.2 Suggestion adopted. reworded to include <i>breed groups (PC2.1&amp;2.2)</i></li> <li>• PC3.5 deleted by SMEWG. Intent of suggestion covered in PC2.5 <i>Choose appropriate low stress handling techniques based on observation of animal behaviour</i></li> </ul>
<p><b>Foundation Skills</b> - To what extent is the student required to use industry terminology? As this is the first unit I have had an in depth look at, I am not sure if the depth of terminology is nominated somewhere</p>	<p>Thank you for feedback.</p> <p>The Unit of Competency template states that Foundation Skills descriptors are used in Units of Competency to 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.</p> <p>The extent required is determined by the trainer and assessor unpacking the Performance Criteria and considering the concepts and terminology used in the Knowledge evidence.</p>
<p><b>PE</b> - I would like to see in here two different animals of the same species either instead of or as well as. I have had two breeds of dogs for the last 35 years and each individual of each of the breeds has been unique with easily visible and very noticeable character traits despite being the same breed. Some of them are chalk and cheese like the two I have now. One is bumptious and afraid of nothing whilst the other is quiet, careful and measured in what she does. I also understand that access to animals for some of these things may be difficult, but I do think that this is an overlooked aspect of differences</p>	<p>Thank you for the feedback. The PE has been revised by the SMEWG.</p> <ul style="list-style-type: none"> <li>• identified and interpreted common animal behaviour, including body language for two different species or breed groups</li> </ul>
<p><b>KE</b> - • <i>use of positive behaviour modification</i> - By this do you mean counterconditioning and desensitization? This isn't specific enough</p>	<p>KE point changed to:</p> <ul style="list-style-type: none"> <li>• use of positive behaviour reinforcers</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW (990)</li> </ul>	<p>It is not possible to identify the emotional state of all animals eg amphibian, reptile, some mammals, and invertebrates. If left as behaviour, then the emotional state can be assessed across those species where it can be evaluated.</p> <p>As a result the unit title would have greater use across a broader animal industry footprint.</p>	<p>Suggestion adopted – emotional state reworded in PE point for clarity</p> <ul style="list-style-type: none"> <li>described the behaviour, using objective behavioural terminology, and the approach to handling or interacting with three animals experiencing different emotional states, including: <ul style="list-style-type: none"> <li>an animal showing defensive and fearful behaviour</li> <li>an animal that is calm</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p>This is a great unit</p> <p>Response to SI comment re title. Makes sense. emotional states can be addressed as part of the unit.</p>	<p>Thank you for the supportive feedback.</p>
<ul style="list-style-type: none"> <li>RTO, VIC (680)</li> </ul>	<p>Question??</p> <p>Do all animals have to be moved to identify behaviours? If an animal does not need to be moved, does this mean that animal will have to be moved to meet the PC's???</p>	<p>Response to question.</p> <p>This unit applies to individuals who are required to <i>handle and interact with animals in close proximity</i> in an animal care workplace.</p> <p>The PE has been revised and now requires the individual to - <i>interact with, restrain, move and/or handle three different animals</i>, and makes provision for this to be undertaken when animals are not within close proximity.</p>
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p>could element 3 also refer to moving say a dog from home environment to car for transport to vet etc.?</p>	<p>Response to question.</p> <p>The unit applies to a range of ACM sectors and can be contextualised to meet the needs of the workplace.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p>Marked up changes</p> <p>PCs 2.1 and 2. add group to breed ie breed group</p> <p>PC3.5 change challenging behaviour to potentially unsafe behaviours</p> <p>PE - add two different animals of the same species</p> <p>KE - provided information on the core emotional states</p>	<p>Suggestions adopted:</p> <ul style="list-style-type: none"> <li>Changes to PC2.1 &amp; 2.2; 3.5 deleted</li> <li>PE - added extra point</li> <li>KE - added</li> <li>core emotional states in animals, including positive, ambivalent and negative states</li> <li>concept of anthropomorphism</li> </ul>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>Agree with 990. Behaviours are observed. You can't observe an emotional state only the behaviour that comes from it.</p> <p>Element 3: (Response to comment 680) If we are thinking about this from an industry perspective. This could be as simple as getting a dog</p>	<p>Thank you for the supportive comment.</p> <p>Suggestions adopted (see previous responses above also)</p> <ul style="list-style-type: none"> <li>emotional state clarified in PE point.</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>from a crate (vet nurse, groomer and boarding kennel attendant) or moving from a vehicle or home dwelling (dog walker, trainer).</p> <p>KE second bullet "past experience": Better term here would be - Early learning</p>	<ul style="list-style-type: none"> <li>KE – replaced past experiences with previous learning</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Title (i.e. Interpret emotional states and interact safely with animals).</b> I'd suggest leaving as the emotional state of the animal is only one aspect of the behaviour you need to assess in order to interact safely with an animal</p>	<p>Thank you for the supportive feedback. SMEWG supports the current title - <i>Identify behaviours and interact safely with animals</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>PC1.1 Establish a safe and secure environment for interacting with animals according to workplace policies and procedures</b> Suggest broadening this to assessing the environment and establishing a safe and secure environment if possible - need to teach people how to use what they've got in the environment if they are working with an animal in a situation they cannot prepare for (e.g. animal is loose and ends up in reception area of a facility)</p> <p><b>1.5 Prepare equipment for securing the animal lift required</b> Seems oddly specific - leads, blankets, cages etc. are all equipment you commonly use to secure an animal without necessarily lifting</p>	<p>Suggestions adopted: 1.1 Assess environment and establish a safe and secure environment for interacting with animals according to workplace policies and procedures 1.5 this was a typo that has been correct – not <i>animal lift</i> – <i>animal if</i></p>
	<p><b>2.1 Identify animal by species and/or breed and physical characteristics</b> Include visible ID</p> <p><b>2.2 Recognise common behavioural traits for the species or breed</b> Omit - should not be relying on preconceptions about common traits of the breed or species when handling an individual (as this will lead to mistakes of interpretation of behaviour)</p> <p><b>2.3 Observe animal body language and other signs to interpret the animal's likely emotional state,</b> Include 'arousal level, and likely motivations for the behaviour observed'</p> <p><b>2.4 Identify species-specific behaviours that pose potential safety risks</b> Is this being used in a broad sense (as in, does the student have a general knowledge of species-specific behaviours which are potentially dangerous). If yes, then include something relating to choosing appropriate defensive handling techniques in the event that the animal's behaviour indicates a potential threat</p>	<p>Suggestions adopted: 2.1 visible ID added 2.2 SMEWG retained this PC 2.3 <i>arousal level</i> added 2.4 <i>low stress handling techniques</i> added to 2.5.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>3.3 Move animal or remove from enclosure using low stress handling techniques</b> Catch/restrain animal before you move it.</p>	<p>Suggestion adopted. PC3.2-3.4 – added <i>approach</i> and <i>secure</i> animal. (SMEWG preferred terminology)</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>4.1 techniques - Low stress or defensive handling techniques, as required, 4.3 Undertake intended activity ensuring personal and animal safety And minimising stress experienced by animal during handling 4.4 Provide feedback Record objective description of animal behaviour and provide... 4.7 Update records for animal in workplace record keeping system Needs a point about sanitation following the handling of animals</p>	<p>Suggestion adopted. 4.1 <i>low stress</i> added (SMEWG prefers to avoid the term defensive) 4.3 <i>minimising stress</i> added 4.4 – now 4.5 – <i>record objective description</i> – added 4.7 – now 4.4 PC covering hygiene and sanitation added</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>FS Numeracy • Estimate and calculate volume, weight, area, ratio, time Are these necessary here?</p>	<p>The FS for numeracy has been retained as these skills are required when making decisions regarding animal enclosures and handling animals.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>PE: • two different species • two different breeds of the same species • two animals at different life stages - young, adult or senior More importantly, two animals who are experiencing obviously different affective states (e.g. one who is showing defensive and fearful behaviour and one who is calm, or showing some indicators of potential risk of aggression)</p>	<p>Suggestion adopted. PE reworded to:</p> <ul style="list-style-type: none"> <li>described the behaviour, using objective behavioural terminology, and the approach to handling or interacting with three animals experiencing different emotional states, including: <ul style="list-style-type: none"> <li>an animal showing defensive and fearful behaviour</li> <li>an animal that is calm</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>KE: • species and/or breed • physical characteristics, including colour and sex • <i>common forms of visual ID (add)</i></p> <ul style="list-style-type: none"> <li>genetics, health, environment and past experiences, <i>current situation/context</i></li> <li>posture and position of body parts  • <i>vocalisation (where relevant to species) gross and fine movements</i> • <i>coping behaviours (indicate responses to perceived threat)</i></li> </ul>	<p>Suggested changes and additions to KE adopted:</p> <ul style="list-style-type: none"> <li>common forms of visual ID</li> <li>posture and position of body parts  • <i>gross and fine movements and vocalisation (where relevant to species)</i> • <i>coping behaviours</i></li> <li>how to recognise and respond to behaviours that are potentially unsafe</li> <li>sanitation/infection control</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>respond to common behaviours indicating negative emotional states - using low-stress handling techniques where possible</li> <li>point of balance - Need to clarify if this is point of balance of the animal (important part of reading body language) or point of balance of human moving around animal (as is indicated by context... but you need to be able to read animal's POB to determine this)</li> </ul> <p>• injuries - e.g. bites and scratches  KE: key requirements of relevant legislation for work undertaken in animal care environments  Something in here about sanitation and infection control</p>	
<b>ACMCAS404 Develop enrichment strategies for animals</b> (updated title - <i>Develop, implement and monitor enrichment strategies for animals</i> )		
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Recommendations</b>  <b>Title</b> - expand the title to cover develop, implement and monitor enrichment strategies</p> <p><b>General</b> - include a range of species in the three contexts (Companion Animals, Assistance animals and Exhibited animals).</p> <p><b>Performance criteria</b> - Add: "Assess the undesirable behaviour and proposed strategies in relation to the causes of the behaviour, why it is undesirable and the extent to which it reflects the welfare of the animal."</p>	<p><b>Title</b> - The SMEWG considered the feedback and supports the title: <i>Develop, implement and monitor enrichment strategies</i></p> <p><b>General</b> – Reference to different species has been added to the performance evidence. The different contexts specified (Companion Animals, Assistance animals and Exhibited animals) will not be available to all trainers undertaking the program and could be considered a barrier to completing the units. The PE has been left broad and covers:</p> <ul style="list-style-type: none"> <li><i>two different species or breed groups</i></li> <li><i>two individual animals with behaviour requiring attention</i></li> <li><i>two individual animals with special requirements relating to life cycle stage</i></li> </ul> <p><b>Performance criteria</b> – added:</p> <ul style="list-style-type: none"> <li><i>2.5 Assess behaviours requiring attention and proposed strategies in relation to possible causes of the behaviour and welfare of the animal</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW (241)</li> </ul>	<p><b>General:</b> I think this is a good change-to include all animals and students can complete the unit around their individual workplace situation</p>	<p>Thank you for the supportive comment.</p>
<ul style="list-style-type: none"> <li>Industry (employer /</li> </ul>	<p><b>General:</b> Agree with 241 (I think this is a good change-to include all animals and students can complete the unit around their individual workplace situation)</p>	<p>Thank you for the supportive comment.</p> <p>Suggestion adopted. Several changes in line with changes made to ACMGAS302 Provide enrichment for animals to</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
employee), National	<p><b>Element 1:</b> This is all creating the assumption that enrichment is only required when an animal is demonstrating stress behaviours. However, the thinking these days is that all animals should have enrichment all of the time to improve quality of life and prevent/reduce stress.</p> <p><b>PC 1.1:</b> Is there anywhere where the student will need to describe what enrichment is? on an individual, species and housing specific basis?</p> <p><b>KE</b> bullet 8: add in low stress to the handling content</p>	<p>change focus to developing environmental and behavioural enrichment for all animals not only those with behavioural concerns.</p> <p>KE</p> <ul style="list-style-type: none"> <li>covers types and purpose of enrichment strategies</li> <li>low stress handling added</li> </ul>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>General:</b> Agree with 241 (... good change-to include all animals ...)</p>	<p>Thank you for the supportive comment – see above for changes made.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p><b>General:</b> Agree with 241 (... good change-to include all animals ...)</p> <p><b>Element 1:</b> Agree with 1000 (... assumption that enrichment is only required when an animal is demonstrating stress behaviours....)</p> <p><b>PC 1.1:</b> Agree with 1000</p> <p><b>KE</b> bullet 9: Low stress handling and also where possible low stress environment</p>	<p>Thank you for the supportive comment – see above for changes made</p> <p>KE point added:</p> <ul style="list-style-type: none"> <li>features of low stress environments relevant to species.</li> </ul>
<p><b>ACMCAS409 Provide individual advice on behaviour management and training</b></p>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Title:</b> Working one-on-one with a client is one of the roles that dog trainers undertake. However, the scope of this role goes beyond just providing advice.</p> <p><b>SUGGESTED TITLE:</b> <i>Provide behaviour management and training services to individual clients, animal owners or caretakers.</i></p> <hr/> <p><b>Element 1</b></p> <p>Add: “the trainer should assess the information provided and determine the client’s capacity to carry out a training and behaviour program.”</p> <p>The trainer should inform the client of the broad options, such as do nothing, management, rehoming, or euthanasia (without actually recommending any one option) before committing to the option of following and training and behaviour program.”</p> <p>“Conduct a needs analysis” This is not specific enough to be useful.</p>	<p>The feedback on the title of this unit is still to be discussed with the SMEWG and will be raised during the validation feedback period.</p> <hr/> <p>Suggestions adopted</p> <ul style="list-style-type: none"> <li>new PC added 1.6 <i>Discuss with client proposed training and behaviour program</i></li> <li><i>options</i> added to 1.4 Discuss <i>options</i> and determine management and training needs with client</li> <li>1.5 Conduct an assessment of the animal, client/animal relationship and environment in which the behaviour occurs</li> <li>behaviourist - term replaced with 1.3 .... appropriate professional colleague with more specialised skills ...</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p><b>Element 3</b></p> <p>3.1 Select, prepare and use appropriate training equipment according to management and training plan Add: having regard to animal welfare and ethics and best practice in relation to the impact of behaviour modification and training techniques and equipment.</p> <p>3.4 Provide client with a written summary of the session in a timely manner Comment: Some leading professional trainers are now using other media, such as taking iPhone videos of sessions and using video clips and other online communication. Written summaries are no longer the only means of communication.</p>	<p>Suggestions adopted</p> <p>3.1 Select, prepare and use appropriate training equipment according to management and training plan <i>and animal welfare and ethics</i></p> <p>3.4 (now 3.5) <i>Provide client with individualised and/or general information about the session using appropriate media, in a timely manner</i></p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General: Good improvement to this unit.</p>	<p>Thank you for the supportive comment.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p>PE bullet 4: Add in low stress here</p>	<p>Suggestion adopted. KE - <i>low stress</i> added.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>General: All in all a good unit. Just be aware terminology and methodology around current best practice methods as per AVA, AWL and RSPCA educational requirements.</p> <p>PE bullet 4: agree with 1000 (Add in low stress here)</p> <p>KE bullet 6a: Positive reinforcement training as per the AVA, RSPCA, AWL requirements and member bodies such as PPGA and the Delta Institute. LIMA is not encouraged or used by many in Australia from my understanding.</p> <p>9: As per state of federal bodies.</p>	<p>Thank you for the supportive comment.</p> <p>Terminology used in the behaviour and training units has been confirmed by the SMEWG. Both LIEBI and LIMA are included in the KE for learners to be aware of the different approaches.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p>Suggested rewording</p> <p>App: add <i>knowledge</i> to statement. Without teaching the owners some of the background information about operant and respondent conditioning (in layman's terms usually) the owner's contribution to training will not be as good.</p>	<p>Suggestions adopted:</p> <ul style="list-style-type: none"> <li>Application: changed to - ... <i>This unit of competency describes the skills and knowledge required to develop, conduct and review behaviour management and training plans/programs for individual animals and for their owners or carers. Consultations may be conducted in one-on-one sessions with animals and their owners or</i></li> </ul>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Reword to: They develop and communicate solutions for a range of commonly encountered training or behaviour problems and jointly agreed goals</p> <p>PC1.5 Conduct an assessment of the animal, client/animal relationship and the environment(s) in which the behavioural problem(s) occur</p> <p>PC1.6 add- to the agreed to training and behaviour program</p> <p>PC4.2 Can we add in here "and gain client consent should method or equipment be changed".</p>	<p><i>carers (clients) in a variety of contexts and in suitable venues/environments.</i></p> <p>Rewording of PCs:</p> <ul style="list-style-type: none"> <li>1.5 Conduct an assessment of the animal, client/animal relationship and environment in which the behaviour occurs</li> <li>1.6 Discuss with client proposed training and behaviour program</li> <li>4.2 Update management and training plan in consultation with client</li> </ul>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p><b>Prerequisite</b></p> <p>Again, given the depth of knowledge required to provide sound, humane and effective advice to other people for behavioural problems in companion animals, this unit either needs pre-reqs which cover that knowledge OR expansion to cover the knowledge required</p> <p><b>PC3.1-3.5</b> Needs something in here about helping client to implement management changes (aside from training specific behaviours)</p>	<p>Thank you for the feedback. The SMEWG proposed to add a recommended delivery sequence to the Companion Volume Implementation Guide to assist RTOs with planning the delivery rather than adding prerequisite requirements.</p> <p>Element 3 - Suggestion adopted: PCs added.</p> <ul style="list-style-type: none"> <li>3.4 Assist client with strategies to implement management changes</li> <li>3.5 Provide client with individualised and/or general information about the session using appropriate media, in a timely manner</li> </ul>
<p><b>ACMCAS410 Conduct group dog training classes</b> (updated title - <i>Conduct group training classes for animal owners or carers</i>)</p>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Application</b></p> <p>several comments the same as for ACMCAS409 relating to - public spaces, classes are provided to teach and establish desirable behaviour (not only to assist with management of problem behaviours).</p>	<p>Suggestions adopted as per ACMCAS409</p> <ul style="list-style-type: none"> <li>Comment re public spaces actioned</li> <li>Updated application statement - classes are provided to teach and establish desirable behaviour ...</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW (241)</li> </ul>	<p><b>General:</b> I think it should go back to animals in general. I have delivered this unit for many years and students have completed assessments on Kitten Kindy, and even Bird classes. I have professionally conducted group classes on training chickens. I have also conducted a group class for a Fox rescue group-although</p>	<p>Thank you for your feedback. The SMEWG supports the focus of the unit to be for animals in general rather than dog specific, and changes have been made to the unit to reflect this.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	now banned from rescue, this group still wanted to train these animals in their group situation	
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p><b>Title/general:</b> Agreed it should go back to a more general term this would allow variety with RTOs and appeal to student's interests.</p>	Thank you for your feedback. The SMEWG supports the focus of the unit to be for animals in general rather than dog specific, and changes have been made to the unit to reflect this.
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p><b>Title/general:</b> Should be general as I do classes with a variety on animals. Agree with 241. It needs to reflect animal not dog. And then from there it could be adapted for species specific classes. I would suggest contact the leading trainers orgs such as PPGA and DELTA regarding LIMA practice for further clarification.  <b>APP:</b> "dog" change to animal behaviours  <b>PCs</b> 1.1 "dog" change to animal training classes  3.1: Check with relevant authorities that you can conduct training classes and that you are in the correct zoning before advertising any training.  Also make sure you have insurance in place and you have a COC which you should be able to provide at any point. WWCC should also be a must if working around or on your own with children.  mapping comments: remove "dogs" and replace with animals  <b>PE:</b> How can this be adjusted to animals? instead of just dog?</p>	Thank you for your feedback. The SMEWG supports the focus of the unit to be for animals in general rather than dog specific, and changes have been made to the unit to reflect this.
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Application:</b> Perhaps ...commonly encountered training and behaviour problems and goals.  <b>Performance evidence</b> suggested changes</p> <ul style="list-style-type: none"> <li>increase 3 to 4 desirable behaviours or specific training outcomes</li> <li>different life stages - <i>young</i>- change to Puppy (under 6 months). Young is open to too much interpretation.</li> </ul>	<p><b>Application</b> - suggestion adopted.</p> <ul style="list-style-type: none"> <li><b>Performance evidence</b> Suggestion adopted to increase 3 to 4 desirable behaviours</li> <li>young animal left as is as the unit applies to animals in general not only dogs</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Prerequisite</b>  When I taught this class, we 'unofficially' made the unit related to training an individual animal and the animal handling unit pre-requisites at our TAFE. You simply cannot teach a student to train an animal and then conduct group classes within the scope of this unit in the allocated</p>	Thank you for the feedback. The SMEWG proposed to add a recommended delivery sequence to the Companion Volume Implementation Guide to assist RTOs with planning the delivery rather than adding prerequisite requirements.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>time, if you are aiming for proficiency and competence in your learners (not just ticking them off as having done it under your supervision)</p> <p>3.7 Restore physical environment at conclusion of the classes and collect, store and <b>clean training equipment according to workplace requirements</b> And sanitise <b>PE: Feedback suggests increasing to 4</b> <b>Are these PE requirements relevant to other species also eg cats and birds</b> Agree with increasing to four, and requiring that at least one of these is modifying a common, healthy but unwanted behaviour (e.g. jumping up in dogs)</p>	<p><b>PC3.7 Sanitise</b> added to PC</p> <p><b>PE – 4 classes</b> adopted. The PE could cover unwanted behaviour in the categories listed.</p> <ul style="list-style-type: none"> <li>conducted at least two group training programs of at least four classes (with at least four animals in each class), covering: <ul style="list-style-type: none"> <li>different life stages</li> <li>training a new exercise</li> <li>revising a previously trained exercise.</li> </ul> </li> </ul>
<b>ACMGAS4XX Condition animal behaviour (revised draft that reflects AQF level 4 outcomes - previously ACMGAS306 Assist with conditioning animals)</b>		
<ul style="list-style-type: none"> <li>RTO, National (NSW?)</li> </ul>	<p>I wrote the original “Assist with conditioning animals” when I was involved with the consulting committee for the transition of Captive Animals from the old RUV qualification. For junior keepers/trainers “assist with” is fine, however, as I stated in my previous email, this level of expertise would not be acceptable if you were teaching others the principles of positive reinforcement conditioning.</p> <p>Not having a level 4 conditioning unit also restricts greatly the ability to have an appropriate training related level 4 elective. We would only be able to use the much less appropriate GAS306 Assist with conditioning unit, which would also take one of the few level 3 units allowed as electives.</p> <p>I have attached a unit GAS406 that would cover the higher level of experience and expertise required for Certificate IV in Animal Behaviour and Training qualification.</p>	<p>Thank you for the constructive feedback and draft unit.</p> <p>The draft submitted was used to inform the creation of the revised unit titled - Condition animal behaviour, that reflects AQF level 4 outcomes.</p>
<p>Industry (employer / employee), SA</p>	<p><b>Knowledge evidence</b></p> <ul style="list-style-type: none"> <li>schedules of reinforcement should have its own dot point</li> </ul>	<p>Suggestions adopted:</p> <ul style="list-style-type: none"> <li>schedules of reinforcement – bullet level 1</li> <li>assessment no longer included in this unit</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>animal behaviour assessments and analyses- To what level is this required?</li> </ul>	
Industry (employer / employee), SA	<p><b>Performance criteria</b></p> <p>PC1.4 I agree that the writing in brackets should be added.</p> <p>PC2.5 I am not 100% sure of what this means. Is it lacking punctuation? Should it be "Demonstrate, once under stimulus control, the conditioning process meets animal welfare principles and ethics requirements?" Or "Demonstrate once under stimulus control, that the conditioning process....."</p> <p>4.3 I agree that the conditioned behaviour needs to be demonstrated and the student's ability to demonstrate the conditioning process needs to be assessed</p>	<p>Suggestions adopted re PCs</p> <p>1.4 Identify and establish a conditioned reinforcer appropriate for the species <i>and behaviour to be conditioned</i></p> <p>2.5 (now 2.4) Demonstrate the behaviour is under stimulus control in at least two different environments</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Application</b> – reword to:</p> <p>This unit of competency describes the skills and knowledge required to train animals using positive reinforcement techniques that include operant respondent conditioning</p> <p>This unit applies to individuals with responsibility for formulating and implementing an animal training plan inclusive of operant and respondent conditioning processes.</p> <p><b>PCs</b> - revise 1.3 and 1.4</p> <p>I think you need to add the word 'secondary' before reinforcer.</p> <p>1.3 establishes what the reinforcer (treat) is whilst 1.4 I think is relating to the use of a clicker (a marker to say that the animal has done the right thing and the reinforcer is coming)</p> <p>So it would be person says sit, dog sits, person uses the clicker and then reinforces the dog.</p> <p>PCs - revise 2.4 &amp; 2.5 &amp; 4.3</p> <ul style="list-style-type: none"> <li>2.4 Demonstrate the trained behaviour is under stimulus control in at least two different environments</li> <li>2.5 Demonstrate that the conditioning process meets animal welfare principles and ethics requirements</li> </ul>	<p>Thank you for the constructive feedback.</p> <p>Most suggestions for PCs in marked up copy (listed opposite PC2.4 &amp; 2.5) adopted.</p> <p>4.3 changed to: Demonstrate the process for conditioning a secondary reinforcer and how it is applied in the conditioning process</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>4.3 Demonstrate the process for conditioning a secondary reinforcer and demonstrate its well-timed use by training a simple behaviour.</li> </ul>	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>PCs</b> – reword to:</p> <p>2.5 – delete <i>stimulus control</i> in this PC – too specific</p> <p>4.3 Demonstrate the process for establishing a conditioned reinforcer <i>and how it is applied in the conditioning process</i></p> <p><b>Knowledge evidence</b> – changes</p> <ul style="list-style-type: none"> <li>KE1-change to "and the individual animal to be conditioned"</li> <li>KE2-change from "types" to "appropriate behaviours"</li> <li>KE5 – non-associative learning is sensitization and habituation further down list</li> <li>KE7 include differential reinforcement with schedules of reinforcement</li> <li>KE8 change shaping – (<i>prompt to capturing</i>)</li> <li>Query re LIMA and LIEBI</li> </ul> <p><b>Assessment Conditions</b> - equipment</p> <ul style="list-style-type: none"> <li>give examples - tools could be interpreted by some as check chains and electric collars</li> </ul>	<p>Thank you for the constructive feedback</p> <p>Suggestions in marked up copy (listed opposite) in PCs and KE adopted.</p> <p>KE - Query re LIMA and LIEBI – the SMEWG considered the feedback and supports the following wording:</p> <ul style="list-style-type: none"> <li><i>overview of key features of guidelines for animal trainers, including:</i> <ul style="list-style-type: none"> <li><i>Least intrusive effective behaviour intervention (LIEBI model)</i></li> <li><i>Least Intrusive, Minimally Aversive Training (LIMA)</i></li> <li><i>Hierarchy of Procedures for Humane and Effective Practice</i></li> </ul> </li> </ul> <p>AC - resources, equipment and materials: replaced tools with:</p> <ul style="list-style-type: none"> <li><i>species-specific reinforcers, shaping items, targeting items, bridging items (clicker/whistle)</i></li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>ACMGAS306 Conditioning is training, I encourage the review team to consider removing the term conditioning/condition and replacing it with training/train - it is clearer to the student as to what they are learning. ie. Assist with training animals</p>	<p>The SMEWG considered the feedback and adopted the terminology <i>conditioning</i> rather than <i>training</i>.</p>
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p>ACMGAS306 Agree with 748 - the term condition/conditioning is clearer and more commonly used. (Conditioning is training, I encourage the review team to consider removing the term conditioning/condition and replacing it with training/train - it is clearer to the student as to what they are learning i.e. Assist with training animals</p>	<p>The SMEWG considered the feedback and adopted the terminology <i>conditioning</i> rather than <i>training</i>.</p>
<p><b>ACMNEW4X1 Conduct animal behavioural suitability assessments (NEW)</b> (revised title <i>Conduct animal behavioural assessments</i>)</p>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Performance criteria</b></p> <p><b>PC1.1</b> General question for this element. What if there is no background information? Animal brought in off the street and this is the first assessment. Do we preclude students from doing an initial assessment?</p> <p><b>PC2.4</b> Clarification is needed here. People use labels to describe behaviour. They might say 'the dog was stubborn and wouldn't come out of the enclosure'. Labels cover a multitude of things and can be misinterpreted. It is better to describe the animal's actions in the current environment e.g. the dog hesitated when coming out of the enclosure, his head was lowered, his ears were back and he moved very slowly, resisting any encouragement to leave the area." This is describing behaviour and is far less open to misinterpretation formats - What level of terminology is required for this reporting?</p>	<p>Suggestions adopted:</p> <p>PC1.1 Available background information may be - nil. Refer to PC1.2 i.e. this is a factor to take into consideration for the assessment</p> <p>PC2.4 wording changed to</p> <ul style="list-style-type: none"> <li><i>2.4 Record objective descriptions of animal behaviour using workplace criteria, tools and formats ...</i></li> </ul> <p>Formats - terminology is described in the FS i.e. industry terminology &amp; workplace formats</p>
	<p><b>Performance evidence</b></p> <p>Add - ..and, where appropriate, nominate suitable personnel to develop and carry out the program. At this level, the student may not be the right person to undertake this task and they need to know how to refer to someone with more knowledge.</p>	<p>Suggestion adopted: added:</p> <ul style="list-style-type: none"> <li><i>one animal that requires a more rigorous program on a specific area that necessitates referral to other suitable personnel</i></li> </ul>
	<p><b>Knowledge evidence</b></p> <p>I think things like towel wraps (for cats and brachycephalic dogs) and travel crates should be included here. That opens it up for cats as a minimum and dogs and cats should all be trained to be muzzled and crated so it is a good all round skill for students</p>	<p>Suggestion adopted - added:</p> <ul style="list-style-type: none"> <li><i>species-specific resources – muzzles, collars, leads, towel wraps and/or crates</i></li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), National</li> </ul>	<p><b>PE:</b> It would be good to see in here something like: identify and review two different assessment tools relevant to the workplace. Identify advantages and disadvantages of assessment tool. Identify best practices in behavioural evaluation.</p>	<p>Suggestion adopted PE - point added</p> <ul style="list-style-type: none"> <li><i>identified and reviewed at least two different assessment tools relevant to the workplace or species, identifying strengths and limitations of each</i></li> </ul> <p>KE - point added</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>features of best practice behavioural assessments and tools</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA (956)</li> </ul>	<p><b>General:</b> Somewhere there needs to be understanding of the context in which the assessment is made. For example, and probably the most common - a dog being assessed whilst in a stressful shelter environment is very unlikely to show his 'normal' behaviour due to stress factors. He may appear to be calm whereas he might really be shut down through learned helplessness. He may appear aggressive or reactive because of the stress he is under in a shelter. We know that a good shelter is aware of these things but a student needs to know, see and report on the context of the assessment listing possibilities that could impact on the results</p>	<p>Suggestion adopted.</p> <p>Added to KE:</p> <ul style="list-style-type: none"> <li>behaviours that may indicate an increased likelihood that the assessment conditions are compromised, or the animal is not in a fit welfare state to undertake the assessment, including:</li> <li>fearful responses to people, other animals and/or specific stimuli <ul style="list-style-type: none"> <li>reactivity, including to <i>assessment environment</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p><b>PC 2.1:</b> "according to workplace procedures" always makes me nervous when I see it in criteria. what exactly does it mean. where in the criteria does it say recognise and record signs of stress? I assume this unit not only refers to shelter animals but therapy animals as well.</p> <p>General: Agree with 956 Comments (Somewhere there needs to be understanding of the context in which the assessment is made...)</p>	<p>Thank you for the feedback.</p> <p>Response to query: ... according to workplace procedures is used to cover the broad range of operating procedures that may be used in workplaces</p> <p>The unit could refer to shelter animals or therapy animals but does not cover the human/animal (combined assessment).</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>PE</b> - Could you have in the PE the following</p> <ul style="list-style-type: none"> <li>two that require minimal further action or behaviour management</li> <li>one that requires a structured program on a specific area identified from assessment outcome</li> <li>one that requires a more rigorous program on a specific area that necessitates referral to other suitable personnel</li> </ul> <p><b>KE</b> – high risk behaviours - This is too general a term and open to a lot of interpretation. What specifically do you mean?</p>	<p>Suggestions adopted:</p> <p>PE – added/modified to:</p> <ul style="list-style-type: none"> <li><i>one</i> that requires a structured program on a specific area identified from assessment outcome</li> <li><i>one that requires a more rigorous program on a specific area that necessitates referral to other suitable personnel</i></li> </ul> <p>KE – <i>high risk behaviours</i> deleted</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Elements</b></p> <p>The elements of this unit appear to be framed around the idea that a test of some sort is conducted and this constitutes the 'assessment'. This concept is both outdated and flawed as a validated 'test' for assessing rehoming suitability, and for a large part suitability for other working roles, simply does not exist. I'm concerned that this is an</p>	<p>Thank you for the feedback. Suggestions adopted to clarify that the assessments are multi-staged using a workplace tool (test).</p> <p>The Elements and PCs have been revised to reflect intent of feedback.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>entirely new unit that has been developed around an outdated concept and practice with no apparent consideration of the current state of knowledge and best practice in this area.</p> <p>There either needs to be a pre-requisite lower level subject covering the knowledge of animal behaviour and assessment theory OR a significant expansion of the Elements and PC to cover the requirement for background knowledge of behaviour and communication, animal personality and coping behaviours, objective observation of context and behaviours, and a stronger focus on the development of systems for the collection, collation and interpretation of behaviour information about an individual animal.</p> <p>The primary concept that students undertaking this subject should be learning is that one time, one context assessments of any sort are not predictive of future behaviour or behavioural traits in any other context than the one in which the 'test' is conducted. For peer reviewed background information see (hyper link provided) <a href="https://www.g2z.org.au/pdf/Rayment-et-al-2015-.pdf">https://www.g2z.org.au/pdf/Rayment-et-al-2015-.pdf</a> For an overview of current best practice of behavioural assessments for suitability see (hyper link included): If this unit remains in the current form, it should be renamed to something along the lines of 'Conduct practical behaviour tests for companion animals' or similar, as the current scope of the study only relates to the conduct of existing tests according to organisation policy. It strikes me that the word 'test' has likely been removed because the use of the word 'test' has fallen out of favour because of the inherent flawed nature of such tests. However, it's more appropriate to use 'test' in this instance as this most accurately describes what is being taught.</p> <p><b>Element 1</b> PC 1.1 Collate relevant information about animal to be assessed and organise assessment arrangements Change to Identify animal and collate all existing behavioural information about the animal. PC 1.2 Review available background information and identify factors that may impact <b>on suitability of animal for required purpose or activity</b> That may impact on the quality of the information collected during the assessment (e.g. physical and social context, animal's health and current emotional state, presence or absence of individual with existing social bond with animal etc.) PC 1.3 Check <b>assessment</b> area to identify hazards and minimise risks</p> <ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p>Suggestions adopted with minor wording changes made by the SMEWG.</p> <p><i>1.1 Identify animal and collate all existing information about the animal</i></p> <p><i>1.2 Review collated information and identify factors that may impact on the quality of the information collected during the assessment</i></p> <p><i>1.3 Plan approach to the behavioural assessment including types and methods for gathering information</i></p>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>to people and welfare of animals Change to test throughout</p> <p><b>Element 2</b> PC 2.1 Record identification and relevant information, <b>including condition and health status, of animal according to workplace requirements</b> Conduct basic assessment of animal health and current state of physical and mental welfare. Review all existing behaviour information about the animal and determine if it is appropriate to conduct test at this time PC 2.3 Observe animal behaviour in a range of contexts, applying knowledge of context-appropriate and unwanted species and/or breed-specific behaviour Where do they get this knowledge from? It is not covered in the unit and there are no pre-reqs Addition of 'record objective descriptions of animal behaviour'</p>	<p>Suggestions adopted. PCs in element 2 have been reordered and revised based on feedback.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>types of and reasons for conducting behavioural suitability assessments, including: <ul style="list-style-type: none"> <li>rehoming or adoption</li> <li>foster care</li> </ul> </li> </ul> <p>These are elements of the same process - foster, in-kennel behaviour modification, veterinary assessment (e.g. in event of ongoing fear-based behaviours that may be context specific), transfer to outside organisation or direct rehoming to adopter... you don't assess specifically for suitability for foster - foster is a tool you use to prepare an animal for moving in to a home</p> <ul style="list-style-type: none"> <li>species-specific behavioural characteristics of animals in workplace, including how to recognise body language and emotional states</li> </ul> <p>This should be the first point and needs expansion to include information listed in my first comment</p> <ul style="list-style-type: none"> <li>behaviours that may impact negatively on animal suitability for intended purpose or activity, including: <ul style="list-style-type: none"> <li>fearful or aggressive responses to people and/or other animals</li> <li>context-appropriate vs maladaptive behaviour</li> <li>fear of specific stimuli</li> <li>reactivity</li> <li>signs of stress</li> <li>high-risk behaviours</li> </ul> </li> </ul>	<p>Suggestions adopted. New KE points added.</p> <ul style="list-style-type: none"> <li><i>potential sources of behavioural information on individual animals, including:</i> <ul style="list-style-type: none"> <li><i>owners/carers, including those surrendering animals</i></li> <li><i>finders (of stray animals)</i></li> <li><i>staff/volunteers and veterinarians</i></li> <li><i>observations from play groups/socialisation and husbandry activities</i></li> </ul> </li> <li><i>methods for collecting behavioural information, including observations, interviews and surveys</i></li> <li><i>factors to consider that can impact behavioural assessments, including:</i> <ul style="list-style-type: none"> <li><i>physical and social context</i></li> <li><i>animal's health and current emotional state</i></li> <li><i>presence or absence of individual with existing social bond with animal</i></li> </ul> </li> <li><i>animal behaviour and assessment theory, including:</i> <ul style="list-style-type: none"> <li><i>principles of animal behaviour and communication</i></li> <li><i>animal personality and coping behaviours</i></li> <li><i>objective observation of context and behaviours</i></li> <li><i>features of best practice behavioural assessments</i></li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Behaviours that may indicate and increased likelihood that the test conditions are compromised OR the animal is not in a fit welfare state to undertake the test.</p> <ul style="list-style-type: none"> <li>•key features of workplace criteria and tools for behavioural suitability assessments</li> </ul> <p>They should have a broad knowledge of the test batteries available and the limitations of each of the common test batteries or subtests.</p>	<ul style="list-style-type: none"> <li>• <i>limitations of common test batteries/one context assessments</i></li> </ul>
<b>ACMNEW4X2 Apply animal learning theory and training methodology (NEW)</b> (updated title <i>Evaluate animal training methodology and program design</i> )		
<ul style="list-style-type: none"> <li>• RTO, ACT</li> </ul>	<p><b>PC 3.5</b> Implement and review the training or behaviour modification program</p> <p>Implementation of a behaviour modification program would take a long time and unreasonably delay the final assessment of this unit. It may be sufficient to do a peer review of the program rather than implement the program and then review its outcomes.</p>	<p>Based on further industry consultation and advice from SMEWG:</p> <p>PC3.5 retained (Seek and incorporate feedback on the training or behaviour modification program from a mentor or more experienced retained)</p> <p>Element 4 added - Implement and review the training or behaviour modification program</p>
<ul style="list-style-type: none"> <li>• Industry (employer / employee) NSW</li> </ul>	<p><b>PC 1.2:</b> Current research suggests somewhere between 25% and up to 85% of dogs with behavioural problems are experiencing some form of pain (muscular skeletal, gastro intestinal, skin, ears, disease etc). Recognising subtle signs of pain/discomfort and how it can influence behaviour, is an important skill when evaluating behaviour. Not sure if this needs to be specified in the criteria description, but simply analysing/recognising 'behavioural indicators' often only partly addresses the problem. Pain also needs to be considered in 1.3. Perhaps just adding the word Health would cover this aspect</p>	<p>Thank you for the constructive feedback. Suggestions adopted.</p> <p>Added and modified PCs: <i>1.3 Identify behavioural indicators of compromised physical health and welfare</i></p> <p>Added to KE</p> <ul style="list-style-type: none"> <li>• <i>impact of physical health conditions, pain and compromised welfare on animal behaviour</i></li> </ul> <ul style="list-style-type: none"> <li>• Added to KE</li> <li>• <i>impact of health conditions and pain on animal behaviour</i></li> </ul>
<ul style="list-style-type: none"> <li>• Industry (employer / employee), SA</li> </ul>	<p><b>General:</b> You state that 'much of the implementation is covered in other units'. To do a thorough job of helping both dog and client ALL of the implementation must be covered and must be covered for one animal - not bits and pieces of it on other animals. Somewhere the student must be able to actually do everything that is in Element 3 and do it all together. Putting all the bits and pieces in place is what makes</p>	<p>Thank you for the feedback.</p> <p>Title changed to:</p> <ul style="list-style-type: none"> <li>• <i>Evaluate animal learning theory and training methodology</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>a good behaviour consultant. If you only do 'much of it' it could be disastrous! Litigation could be rife and I don't say that lightly!</p> <p><b>Follow up email:</b> If the title is changed to <i>Evaluate</i> animal learning theory and training methodology rather than <i>apply</i> and the suggested PC3.5 is added that would be OK.</p>	<p>PC3.5 retained (Seek and incorporate feedback on the training or behaviour modification program from a mentor or more experienced retained)</p> <p>Element 4 added - <i>Implement and review the training or behaviour modification program</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p>PC 1.2: I totally agree with 957 (Current research suggests somewhere between 25% and up to 85% of dogs with behavioural problems are experiencing some form of pain...</p> <p>PC 1.4: 1.4 is a very general and sweeping statement. I understand the need for brevity but there needs to be further clarification here. Are we talking purely anatomy? Or are we talking about the myriad of things that impact on the way animals think? This is not at all clear to me</p>	<p>Thank you for the supportive comment – see response to 957 above.</p> <p>PC1.4 modified to: 1.4 Investigate species-specific animal cognition <i>and developmental stages</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>PC 1.2: agree with 957 (Current research suggests somewhere between 25% and up to 85% of dogs with behavioural problems are experiencing some form of pain .. KE bullet 8a: check with RSPCA, AVA and AWL but I don't think LIMA is in line with their thinking</p>	<p>Thank you for the supportive comment – see response to 957 above.</p> <p>KE modified to:</p> <ul style="list-style-type: none"> <li>guidelines for animal trainers, including: <ul style="list-style-type: none"> <li>Least intrusive effective behaviour intervention (LIEBI model)</li> <li>Least Intrusive, Minimally Aversive Training (LIMA)</li> <li>Hierarchy of Procedures for Humane and Effective Practice</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Knowledge evidence</b> - summary of emailed feedback</p> <ul style="list-style-type: none"> <li>key concepts of species specific ethology and animal behaviour patterns</li> <li>key concepts of animal learning, conditioning and training, including: <ul style="list-style-type: none"> <li>associative learning, including operant and classical conditioning</li> <li>non-associative learning, including habituation &amp; sensitisation</li> <li>primary and secondary reinforcers</li> <li>schedules of reinforcement including, continuous, variable ratio and variable interval</li> <li>differential reinforcement</li> </ul> </li> </ul>	<p>Thank you for the detailed feedback – suggestions adopted and applied through all units relating to behaviour and training for consistency</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>○ DRI – differential reinforcement of an incompatible behaviour.</li> <li>○ DRA - differential reinforcement of an alternative behaviour.</li> <li>○ DRO – differential reinforcement of other behaviour.</li> <li>• desensitisation, and counter-conditioning</li> <li>• positive reinforcement training techniques and tools including, luring, targeting, shaping (prompt and free)</li> <li>• training and behaviour modification guidelines <ul style="list-style-type: none"> <li>• Least Intrusive, Minimally Aversive Training (LIMA)</li> <li>• Hierarchy of Procedures for Humane and Effective Practice</li> <li>• Least intrusive effective behaviour intervention (LIEBI)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Industry, National</li> </ul>	<p>Our organisation (animal welfare) definitely supports LIEBI as it aligns with our philosophy of using non-aversive techniques. It also provides guidance that where desired outcomes aren't being achieved that either previous steps are reviewed and/or specialised advice is sought. Our advice would be that a student should be familiar with both LIEBI and LIMA guidelines and that we would hope that if a trainer was to select one, it would be LIEBI. Hope this is helpful.</p>	<p>Thank you for the clarification and advice</p>
<ul style="list-style-type: none"> <li>• Industry (employer / employee), VIC</li> </ul>	<p><b>Element 1</b>  PC1.1 Investigate general principles of animal behaviour and apply to relevant species  1.1 General principles of animal behaviour and species-specific communication, principles of behaviour assessment, theory of coping strategies in mammals, and non-human animal personality  PC 1.2 Recognise species-specific behavioural indicators of different emotional states in animals  Consider addition of behavioural indicators of arousal, behavioural indications of compromised welfare to 1.2  PC 1.3 Determine implications of behaviour and emotional states to animal training or behaviour modification  1.3 - implications for animal welfare (both of animal's current affective state AND the effect of methods chosen on the affective state of animal)  PC 1.1 to 1.4 Somewhere in here you need to add basic stress physiology and something related to assessment of physical health or behavioural indicators of injury/physical limitations</p>	<p>Thank you for the constructive feedback. Suggestions adopted – i.e. intent of feedback with wording changes.  Significant changes made – please refer to validation draft.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 2</b>  PC1.1 and 1.2  This doesn't inform what the purpose or depth of the research is  PC 2.3 Compare and contrast different philosophical approaches and methodologies used in animal training and behaviour modification  Using what framework or with what criteria in mind? Welfare outcomes? Efficiency or efficacy of training? Compliance? Speed?  For the different philosophical approaches - Consider listing or indicating minimum number of different approaches that need to be considered.  PC 2.4 Evaluate types and uses of training equipment  Again, using what criteria?  - Physical and emotional effects on the animal  - Previous research indicating risks and benefits of the use of the tool  - Restrictions or limitations of the tool</p>	<p>Suggestions adopted including significant changes to reflect the intent of feedback with wording changes. Please refer to validation draft.</p>
<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Element 3</b>  PC 3.1 Assess behaviour of an animal and determine training or behaviour modification need  In context of the needs of the care taker or owner  PC 3.2 Develop training or behaviour modification goals and indicators of success for selected animal/s  Determine goals and develop indicators of success  PC 3.3 Select scientifically validated training methodology and techniques appropriate for animal and goals  Also feasible for the handler  PC 3.3 and 3.4 These can be merged - you decide on the method and design the plan  PC 3.5 Implement and review the training or behaviour modification program.  Skills Impact asked - Is 3.5 needed? Focus of unit is on researching and exploring animal behaviour, learning theory and training methodologies. Much of the implementation is covered in other units.   Additional feedback was sought by Skills Impact and the following reply provided -   Given that the title of the unit is 'Apply', this is the only PC I can see that reflects an application of the knowledge. Either change title or the scope of the subject needs to be changed</p>	<p>In response to feedback from several industry stakeholders and advice of the SMEWG, significant changes have occurred in this unit, including changes that address the intent of the feedback provided by this stakeholder. For example:</p> <ul style="list-style-type: none"> <li>the unit the title changed to <i>Evaluate</i> animal learning theory and training methodology.</li> <li>PC3.5 retained (Seek and incorporate feedback on the training or behaviour modification program from a mentor or more experienced retained</li> <li>Element 4 added - <i>Implement and review the training or behaviour modification program</i></li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer /</li> </ul>	<p><b>Foundation Skills - add</b>  Reading and writing</p>	<p>Suggestions adopted  Reading, writing and oral communication added.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
employee), VIC	<p>Possible oral communication depending on setting of application of training plan</p> <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>•general principles of animal behaviours</li> </ul> <p>Don't understand the point of this as it's very general and covered below</p> <p>Suggest change to 'general principles of objective behavioural observation, recording of behavioural information and interpretation of behavioural information'</p> <ul style="list-style-type: none"> <li>•common species-specific behaviour traits and factors that influence behaviour, including genetics, health , environment and past experiences</li> </ul> <p>Physical health</p> <ul style="list-style-type: none"> <li>•species-specific animal behavioural signs (communication and body language), including: <ul style="list-style-type: none"> <li>•body positioning/posture/movement</li> <li>•visual signals relevant to species, including focus of eyes, tongue/mouth, position of ears and/or tail</li> <li>•vocalisation</li> <li>•scent</li> </ul> </li> </ul> <p>Some parts of this are oddly specific and it leaves some stuff out animal behaviour including:</p> <ul style="list-style-type: none"> <li>- species-specific body language and communication, including vocalisations and gross and fine body movements</li> <li>- species specific personality and common coping strategies</li> <li>- species-specific information about senses and perception</li> </ul> <ul style="list-style-type: none"> <li>•signs of emotional states and their social and environmental triggers, including: <ul style="list-style-type: none"> <li>•anxiety</li> <li>•fear</li> <li>•aggression</li> <li>•appeasement</li> <li>•affiliation</li> </ul> </li> </ul> <p>Suggest mention of emotional valence and physiological arousal, as they are distinct concepts that make up emotion.</p> <p>Also, this list has no basis in peer-reviewed science. Suggest replace this list with coping strategies (which include proactive and reactive behaviours, variations in vocalisations, variations in susceptibility to physiological arousal) and motivations for behaviour (underpinned by affective 'drives' in brain - rage, fear, panic, seeking, lust, maternal care, play - <a href="https://library.allanschore.com/docs/Panksepp11.pdf">https://library.allanschore.com/docs/Panksepp11.pdf</a> )</p>	<p>Suggestions adopted – i.e. intent of feedback with wording changes.</p> <p>New points added to KE – please refer to validation draft</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Knowledge Evidence</b> - continued</p> <ul style="list-style-type: none"> <li>•features of goal- based enrichment</li> </ul> <p>While this is helpful, it seems pretty out of left field as management changes and provision of enrichment to meet animal needs has not been mentioned up until now - it probably should have been though!</p> <ul style="list-style-type: none"> <li>•training techniques and equipment specific to animal/species and context</li> </ul> <p>These seem to all be saying similar things - suggest condense and clarify</p> <ul style="list-style-type: none"> <li>•principles of animal welfare and ethics relating to animal training and behaviour sector, including: <ul style="list-style-type: none"> <li>•safe animal handling and humane restraint techniques, procedures and equipment</li> <li>•principles of animal welfare</li> <li>•animal welfare assessment frameworks, including the Five Domains</li> <li>•professional ethics for work with animals.</li> </ul> </li> </ul> <p>Species-specific low stress animal handling and defensive handling techniques</p>	<p>Suggestions adopted – i.e. intent of feedback with wording changes.</p> <p>New points added to KE – please refer to validation draft.</p>
<p><b>ACMNEW5X1 Manage and modify complex companion animal behaviour issues (NEW)</b> (updated title - <i>Work collaboratively to manage complex animal behaviour</i>)</p>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA (956)</li> </ul>	<p><b>PCs:</b> Given the paucity of veterinary behaviour consultants, access to such will be very difficult for many students. I believe that the workload of veterinary behaviour consultants will disallow the amount of interaction that would be ideal for this scenario. It would be wonderful if it could happen this way but I believe it would be only a handful of students who would be lucky enough to experience this.</p> <p><b>PE:</b> Again this is a very difficult thing to achieve due to the lack of veterinary behaviour consultants in Australia. If this training and education is to be for all students, this is a not feasible.</p> <p><b>KE</b> bullet 6a: The LIEBI model should also be considered here as it is the one that comes closest to force-free positive behaviour modification. (link included) Further information about this can also be found here (link included)</p>	<p>Thank you for the information.</p> <p>Recommendation adopted – terminology changed to <i>behaviour</i> veterinarian or other qualified professional.</p> <p><b>KE</b> modified to:</p> <ul style="list-style-type: none"> <li>• guidelines for animal trainers, including: <ul style="list-style-type: none"> <li>• Least intrusive effective behaviour intervention (LIEBI model) Least Intrusive, Minimally Aversive Training (LIMA)</li> <li>• Hierarchy of Procedures for Humane and Effective Practice</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p><b>Element:</b> Somewhere in here understanding the types of medications and what they all do for the animal would be extremely helpful and what is the best way for them to be incorporate into a behaviour modification program.</p>	<p>Thank you for the feedback. Suggestions adopted.</p> <p>KE points added:</p> <ul style="list-style-type: none"> <li>• role of medication in behaviour management</li> <li>• professional networks and mentoring options</li> </ul>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution	
	<p>PCs: Agree with 956 however GP vets will refer on to trainers, not ideal especially with a student who is only starting out or a student newly qualified. Mentorship would be useful however there is not enough VB Vets to be able to make this happen. Maybe a mentor system like the Delta Institute have for students to be buddied up with an experienced behavioural trainer might be a good way forward. This is where terminology and methodology would be kept consistent which has a knock on effect in educating the client and the community as well.</p> <p><b>PE:</b> Agree with 956, however the more experienced trainers may be able to be used as a mentor as a go between behaviour vets and new students or newly qualified trainers to address the issue. If an experienced trainer felt they could not help along then they are in a better position to ask for help from a VB than a young student who maybe contacting a VB much more regularly.</p> <p><b>KE</b> bullet 6a: Agree with 956.</p>	<ul style="list-style-type: none"> <li>Least intrusive effective behaviour intervention (LIEBI model)</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p><b>Terminology</b> - (veterinary behaviourist, consultant, specialist)</p> <p>Regarding the mentioned terminology of what "us" as Vets with behaviour memberships can call themselves... (<i>summary of key point</i>) ... I feel that we need a sensible way that GP vets and trainers can refer to us when they discuss option of referral for behaviour problems.</p> <p>As we don't have a unanimous reply from all (<i>Veterinary</i>) boards ... my suggestion is that renaming the "Vet Behaviour Consultant" in all the relevant modules to "Behaviour Vet/Veterinarian" should not be objectionable</p>	<p>Thank you for the information.</p> <p>Recommendation adopted – terminology changed to <i>behaviour</i> veterinarian or other qualified professional.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Performance criteria</b> – suggested rewording</p> <p><b>PC2.1</b> Grammatically it would be better to have Obtain information from the client about desired goals and the animal's history. The animal probably won't have the same goals</p> <p><b>PC2.2</b> One of the steps that I think is often missing in this decision making about can I or can't I take on this particular case, is that of discussing the case (without identification of the client of course) with peers. Decision making about possibilities is often better done in discussion. Perhaps 2.2 could read "Assess information provided and determine personal competency to undertake work with client, discussing with peers or higher qualified professional if decision making is personally difficult" or something like that</p>	<p>Thank you for the feedback – all suggested changes to wording adopted</p>



**Stakeholder Comments and Identified Issues**

**Element4** Somewhere here needs to be information about changing the management plan. Ethically, if anything in the agreed training plan is to be changed it should be discussed with the client before any change is implemented. Sadly, lack of transparency is how some dogs end up with shock collar training, or a prong collar is used on the animal without prior discussion with the client about the risks

**PC5.2** suitably *qualified* professional would be a little more specific

**Terminology – veterinary behaviour consultant**

There are not enough veterinary behaviourists in Australia for this to happen. Here is a list that might be one or two short but there are very few more <https://k9events.com/behaviour-vets.html>

The tyranny of distance disallows this and even though there are some VBs who do phone or video consultations, each VB would be flooded and become less and less likely to want to help.

There are other types of behaviourists i.e. those who have studied animal behaviour and have a degree in it from a University and there are some very skilled, credentialed people with relevant diplomas who would also know when the remit was beyond their scope.

This one line is enough to stop many people being able to complete this unit. It is just not physically possible. It isn't feasible.

Could it read ...with a veterinary behaviour consultant or a credentialed behaviour consultant whose credential is specific to animal behaviour and training. That isn't quite right either but what I mean is someone who has a behaviour credential (higher than a Cert IV) and perhaps X years of experience who is the halfway house between a VB and a Cert IV graduate

**Knowledge evidence**

- schedules of reinforcement should have its own dot point
- animal behaviour assessments and **analyses**- To what level is this required? Functional Assessment in order to determine a contingency statement on which to base any behaviour change program is the best way to do this. In particular this unit is about complex behaviour modification. This type of learning has not been in any other previous Cert IV. Not sure how you intend to determine which format will be applied for this. Perhaps there could be a sub point here Functional Assessment or some other nominated procedure

**Consideration and Proposed Resolution**

**Element 4** - New PC4.7 added

*4.7 Discuss reasons for any required changes to the training and behaviour management program or to any equipment used in the program*

**Terminology** - Recommendation adopted –terminology changed to *behaviour veterinarian or other qualified professional*.

**Knowledge evidence** - suggestions adopted

- schedules of reinforcement – bullet level 2
- how to format, conduct and analyse assessments on the animal, the client/animal relationship and the environment in which the behaviour occurs - added

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), SA</li> </ul>	<p><b>Element 2</b> Assess Animal and Individual Client Requirements – below is the order in which I would place these. I have also used my wording for some of them.</p> <p>2.1 Obtain information from the client about desired goals and the animal's history</p> <p>2.2 Conduct an assessment of the animal, client/animal relationship and the environment(s) in which the behavioural problem(s) occur</p> <p>2.3 Analyse findings, determine personal competency to undertake the required work. If competent, discuss and confirm potential training and behaviour management approaches, methodology and techniques with client</p> <p>2.4 If unsure of competency, discuss with client the plan to seek further guidance from peers or higher qualified professional</p> <p>2.5 Refer client to another animal professional if the case is beyond personal competency</p> <hr/> <p>PC4.7 Add to end of sentence "or to any equipment used in the program". This stops things like shock and prong collars being used unbeknown to the client (or at least it is an attempt to do that)</p>	<p>Thank you for the constructive feedback. Suggestions / intent adopted - with minor wording modifications required for PC structure.</p> <p>Numbers of PCs in validation draft have been updated.</p> <hr/> <p>Suggestion adopted. Added to PC4.7 4.7 Discuss reasons for any required changes to the training and behaviour management program <i>or to any equipment used in the program</i></p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Pre-requisite</b></p> <p>Given the depth of knowledge and training skill required to safely, humanely and effectively work behaviour cases based on problematic behaviours (rather than simple training of obedience or husbandry behaviours), I'm a little perplexed by this unit.</p> <ul style="list-style-type: none"> <li>- Normally consultancy is a step above and beyond simple training proficiency, so at a minimum students undertaking this unit should have passed the units relating to animal training and behaviour assessment.</li> <li>- The content normally required to achieve proficiency as a consultant for b-mod work would be covered over a course (typically 12 months in length) and include both mentoring and case studies, in addition to the knowledge required</li> </ul>	<p>Thank you for the feedback.</p> <p>At this stage the SMEWG propose to add a recommended delivery sequence to the Companion Volume Implementation Guide to assist RTOs with planning the delivery rather than adding prerequisite requirements.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 1</b></p> <p>Also need:</p> <ul style="list-style-type: none"> <li>- Animal physiology and health</li> <li>- Animal behaviour and human-animal communication, animal personality and coping behaviours in the species they are working with</li> <li>- Assessment of welfare states, knowledge of enrichment and management modifications to address welfare compromises</li> </ul>	<p>Thank you for the detailed feedback. The intent of the suggestions has been adopted in the knowledge evidence.</p> <ul style="list-style-type: none"> <li>basic physiology, including stress physiology; threat perception and coping behaviours; impulsivity and other aspects of animal personality</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>- Some basic knowledge of common 'mental illnesses' experienced by animals (so that they know when to refer to a VB!)</p>	
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 2</b>  PC 2.1 Obtain information from the client about the animal's history and desired goals  Obtain specific information about the behaviour/s of concern, including antecedents, regularity, and history of consequences. Obtain further history of the animal's behaviour and living situation as indicated by reported history.  This is usually a BIG component of behaviour cases and requires both conversation skills to get information from clients, but also a broad and deep knowledge base so that the consultant can recognise 'flags' that may indicate that the client's understanding of the situation is not correct, or that the animal may not be able to respond to training etc. for some reason other than a lack of training  2.4 Conduct initial assessment of animal, client/animal relationship and environment - This should be done as part of 2.1  2.5 Analyse findings and discuss and confirm potential training and behaviour management approaches, methodology and techniques with client - Revise plan if necessary based on discussion with client</p>	<p>The intent of the suggestions has been adopted with some wording changes incorporating other stakeholder and SMEWG feedback. PCs have also been reorganised. Refer to validation draft.</p> <ul style="list-style-type: none"> <li>2.1 Obtain specific information about the behaviour/s of concern, including antecedents, regularity, and history of consequences</li> <li>2.3 Conduct an assessment of the animal, client/animal relationship and environment</li> <li>2.5 Discuss and confirm potential training and behaviour management approaches, methodology and techniques with client, if the case is within scope of personal competency</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Element 4</b>  4.6 Educate clients on reasonableness of expectations and agreed goals  This is ongoing, beginning from first communication with client</p>	<p>Comment noted but no change required in the PC</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Performance Evidence:</b></p> <ul style="list-style-type: none"> <li>researched strategies to address complex animal behaviour management issues relating to two of the following emotional states: <ul style="list-style-type: none"> <li>fear</li> <li>anxiety</li> <li>aggression</li> </ul> </li> </ul> <p>If the purpose of the unit is to create 'work ready' consultants, then this needs to be expanded and clarified - before taking any cases, they should not only have researched all of these, but also other potentially dangerous behaviours (e.g. predation) and also apparent behaviour problems with a medical bases that require veterinary treatment rather than b-mod.</p> <p>They cannot do a basic assessment of what is going on with an animal in the absence of information about all of these.</p> <ul style="list-style-type: none"> <li>developed, implemented and evaluated a training and behaviour management program to address different behavioural issues for two animals, including: <ul style="list-style-type: none"> <li>one working collaboratively with a veterinary behaviour consultant</li> <li>one working directly with an individual client.</li> </ul> </li> </ul>	<p>The SMEWG considered the feedback and revised the PE.</p> <ul style="list-style-type: none"> <li><i>researched strategies to address at least three different animal behavioural issues, selected from:</i> <ul style="list-style-type: none"> <li><i>fear</i></li> <li><i>anxiety</i></li> <li><i>aggression towards humans or other animals</i></li> <li><i>predation</i></li> <li><i>behaviour problem with a medical basis</i></li> </ul> </li> <li><i>developed, implemented and evaluated a training and behaviour change plan to address the three different behavioural issues selected above, including:</i> <ul style="list-style-type: none"> <li><i>one working collaboratively with a behaviour veterinarian or other qualified professional</i> <ul style="list-style-type: none"> <li><i>one working directly with an individual client.</i></li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Knowledge Evidence:</b></p> <p>Several things missing or not quite right here:</p> <ul style="list-style-type: none"> <li>Most b-mod work is analysing patterns of behaviour, not individual behaviours. Both techniques for managing behaviours, and the importance of management of the animal's environment, health and behaviour in b-mod cases need to be more strongly emphasised</li> <li>Something about the need not just to refer, but to recognise when an animal is presenting an unreasonable risk to itself, other members of the household or other members of the community, and what to do in these cases (especially given the liability risk for owners etc.)</li> <li>Basic physiology (especially stress physiology), threat perception and coping behaviours, impulsivity and other important aspects of animal personality</li> <li>Currently, this reads as if it's for trainers, not behaviour consultants</li> </ul>	<p>Suggestions adopted – points added to KE:</p> <ul style="list-style-type: none"> <li>species-specific animal body language and behavioural signs, including: <ul style="list-style-type: none"> <li>gross and fine body movement and vocalisation (where relevant)</li> <li><i>patterns of behaviour</i></li> <li><i>signs indicating an animal is presenting an unreasonable risk to itself or people, and what to do in these cases</i></li> <li><i>basic physiology, including stress physiology; threat perception and coping behaviours; impulsivity and other aspects of animal personality</i></li> </ul> </li> </ul> <p>The terminology relating to behaviour consultants is difficult to use and has been avoided – see previous comments. This unit is aimed at an advanced level behaviour or training practitioner.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry (employer / employee), VIC</li> </ul>	<p><b>Assessment Conditions</b></p> <ul style="list-style-type: none"> <li>or an environment that accurately represents workplace conditions</li> </ul> <p>Omit - they need to work actual cases under supervision</p> <ul style="list-style-type: none"> <li>relationships: <ul style="list-style-type: none"> <li>veterinary behaviour consultant and individual client specified in the performance evidence</li> </ul> </li> </ul> <p>Either the trainer themselves or an external person needs to be a practicing consultant so they can mentor. It's not ethical to allow a student to work a behaviour case (that could potential result in injury to a person or animal, or the death of an animal) without supervision during recognised training.</p>	<p>The wording regarding the physical conditions for assessment has been changed to –</p> <ul style="list-style-type: none"> <li>an animal care workplace or an environment that accurately represents workplace conditions</li> </ul> <p>The wording for relationships has been changed to –</p> <ul style="list-style-type: none"> <li>behaviour veterinarian or other qualified professional and individual client specified in the performance evidence</li> </ul> <p>The AC in all the units Assessment Requirements include the following statement:</p> <p><i>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</i></p> <p>The SMEWG noted that the Standards for RTOs require the assessor to hold this unit or have equivalent skills. It is each RTO's responsibility to ensure that assessors are appropriately qualified and meet the Standards for RTOs, and that this is ultimately controlled by ASQA and other VET sector regulators..</p>

## Animal-assisted services (ACMNEW) units of competency

ACMNEW4X5 Work in the animal-assisted services sector (updated title <i>Manage animals and facilitate human-animal interaction in animal-assisted services</i> )		
<ul style="list-style-type: none"> <li>Industry (employer / employee), TAS</li> </ul>	<p><b>Suggested changes to PCs</b></p> <p><b>PC 4.2</b> Explain role, and instructions <i>and safety procedures</i> for interacting with animal to team members</p> <p><b>PC 4.3</b> Encourage and facilitate <i>safe</i> interaction between animal and team members during activities</p> <p><b>Comment after PC 4.3</b> Suggest another element to be inserted here:</p> <ul style="list-style-type: none"> <li>Induct, prepare and establish participation arrangements with client.</li> <li>Assess client's capacity/knowledge/ experience with animal.</li> <li>Ensure participation compliance to disability sector legislature is followed.</li> </ul> <p><b>Comment after PC 5.4</b> Suggest another element to be added here: Manage client, team and animal interaction according to client goals, program goals and safety procedures.</p> <p><b>Performance Evidence</b> Add the following bullet point at the end of the level the list of bullet points under the statement: • In doing so, the individual must have: • <i>worked effectively with compliances, policies and reporting procedures</i></p> <p><b>Knowledge Evidence</b> Add the following at the end of the KE</p> <ul style="list-style-type: none"> <li>basic husbandry care <i>and safety</i> required for relevant species and considerations for accessing facilities with animals</li> <li>client care, support and safety role</li> <li>facility standards, care, safety awareness</li> </ul>	<p>Thank you for the constructive feedback.</p> <p>Suggestions opposite adopted to PC4.2 &amp; 4.3.</p> <ul style="list-style-type: none"> <li><i>4.2 Explain arrangements and safety procedures for interacting with animal to all team members</i></li> <li><i>4.3 Facilitate human-animal bond between participant and animal, initiating activities as required to achieve goals</i></li> </ul> <p>PCs – added to element 4</p> <ul style="list-style-type: none"> <li>Induct, prepare and establish – covered by 4.1 and 4.2</li> <li>Added PC4.1 4.1 Assess participant capacity, knowledge and experience with animals</li> <li>Added PC4.5 Ensure compliance with policies and procedures of the practitioner or service provider and relevant legislative requirements</li> </ul> <p>Covered in PC4.5</p> <p>PE – added point:</p> <ul style="list-style-type: none"> <li>complied with relevant regulations, policies and reporting procedures.</li> </ul> <p>KE - suggested points (opposite) added to KE.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p><b>Element 1</b> Could include 'identify evidence-based modalities to use'. This could help student to understand that animal-</p>	<p><b>Element 1</b></p>

	<p>assisted means just that – interventions are designed around existing (evidence-based) modalities</p> <p><b>Element 2</b> Are the 'team members' the clients? Or Colleagues? It could be made clearer that this is the step to develop a treatment plan – that is a projected beginning, middle and end of therapy. I think this is what 'planned activities' is suggesting? However, these should not just be a mix mash of made up activities.</p> <p><b>Other comments</b> I think HAB, and intervention design are important for this course. Is this a species-specific course? Or if students are able to choose one species, is this considered experience enough to then diversify species following graduation of the course?</p> <p>Why is assistance animal content included in this course? Surely the content throughout the elements is relevant to animal assisted therapy. Assistance animal content is significant enough to have it's own entire section of electives?! How are you going to assess these students?</p> <p>How are they going to find work placements with live therapy animals – these animals are few and far between and the clients sessions are regularly not appropriate for students to tag along to.</p> <p>Is there a space here for workshops with training organisations, role plays etc? Access to therapy animals etc.</p>	<p>Suggestion adopted – added to KE: Please note - The unit is targeted to those managing and handling animals in various animal-assisted services.</p> <ul style="list-style-type: none"> <li>overview of range of evidence-based modalities relevant to work context and animal assisted service</li> </ul> <p><b>Element 2</b> Team members may be clients, colleagues, participant etc. The terminology is broad to be inclusive to a range of contexts. Terminology reviewed – using <i>participant</i> and <i>practitioner</i> for clarity.</p> <p>Suggestion adopted:</p> <ul style="list-style-type: none"> <li>Human-animal bond (HAB) made clearer in the PCs and KE</li> <li>Bullet point related to assistance animals removed in PE and KE</li> </ul> <p>The unit is applicable to species used in the animal assisted services sector. Most common species are likely to be dogs and horses.</p> <p>Skills Impact is working with key stakeholders to determine future needs of the sector including training assistance animals and their owners/carers. Refer to the comments above in the table for Certificate IV in Animal Behaviour and Training regarding this matter.</p> <p>The RTOs are responsible for ensuring the assessment requirements (performance and knowledge evidence) are met including the need for practical experience prior to assessment. Where it is inappropriate for a learner to be involved role plays and case studies may be an option. The RTO will document the arrangements in their Training and Assessment Strategy.</p>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p>PC 3.2: Need to add in checked for zoonotic diseases? Animals visiting health facilities and schools should go through this process before entering. Parents' consent should also be sought before an animal visits a school.</p> <p>KE bullet 2b: The DDA 1992 does not state that a PAT is a requirement it states the animal needs to be hygienically clean, well behaved and trained.</p> <p>AC: Where are these assessors going to come from as this is a new unit and this field is extremely diverse?</p>	<p>Thank you for the feedback</p> <ul style="list-style-type: none"> <li>zoonoses is covered in the KE – it is relevant to PC3.3</li> </ul> <p>KE point: Knowledge of the PAT is listed under <i>overview of animal-assisted services</i>. It is a separate point from the DDA 1992.</p> <p>AC: Assessors will need to have the required skills to assess this unit as specified in the Standards for RTOs – this is an RTO responsibility. Refer to the comments above on this issue in the last row of the feedback for ACMNEW5X1.</p>

<ul style="list-style-type: none"> <li>RTO, National</li> </ul>	<p>KE: perhaps it is time that all animals engaging the public should have been assessed for PAT. this would reduce people doing a tick and flick on therapy dog assessments because they don't want to disappoint the owner??</p>	<p>Thank you for your comment. This is outside the scope of the project.</p>
<p><b>ACMNEW4X6 Apply disability awareness to animal assisted services</b></p>		
<ul style="list-style-type: none"> <li>Industry (employer / employee), TAS</li> </ul>	<p><b>PC – change</b></p> <ul style="list-style-type: none"> <li>PC 3.4 Ensure planned activities or services comply with organisational policies and procedures including for <i>client</i> health and safety and animal welfare</li> </ul> <p><b>Knowledge Evidence</b> (additional points)</p> <ul style="list-style-type: none"> <li>current legislation and organisational policies and procedures relevant to animal-assisted services, including: <ul style="list-style-type: none"> <li>Disability Discrimination Act and persons covered by the Act</li> <li>National Disability Insurance Scheme Act and <i>Code of Conduct</i> and disabilities covered by the scheme <i>and code</i></li> </ul> </li> <li>relevant stakeholders, including: <ul style="list-style-type: none"> <li>participants - individual with disability or special need</li> <li>family members, carers</li> <li>professionals - medical, health/allied health; teachers/learning specialists</li> <li>animal handler/trainer.</li> </ul> </li> </ul>	<p>Thank you for the constructive feedback. Suggestions opposite adopted</p> <ul style="list-style-type: none"> <li>PC3.4 – <i>client</i> is covered by the PC –Ensure planned activities or services comply with organisational policies and procedures including for health and safety in the workplace and animal welfare</li> <li>KE – points added as suggested</li> </ul>
<ul style="list-style-type: none"> <li>Industry (employer / employee), QLD</li> </ul>	<p><b>Unit outcomes</b></p> <p>This course is making me nervous. There is focus on identifying animal-assisted service types – however very limited content on learning about disabilities. I am concerned that this unit is simplifying the role of being qualified to work with people with disabilities. This appears to be one course about the clients themselves, the complex issues they face, in a collection of many units about the animals. I might have interpret the structure of</p>	<p>Thanks for the feedback – the intent of the unit is an introduction / broad overview of the animal-assisted sector.</p>



	<p>these courses incorrectly, but from how I am looking at it, I think it's a concern that there is only one course on the clients complex needs (which are incredibly diverse), which looks to be assessed by planning an intervention. Is this a practical assessment?</p>	
<ul style="list-style-type: none"> <li>Industry (employer / employee), NSW</li> </ul>	<p>Title: I am a bit confused what has this got to do with Disability Awareness to Animal Assisted Services?</p> <p>PE bullet 2a-d: What happens if someone works in various fields do they put an assignment in for each to be able to get the field acknowledged?</p> <p>KE bullet 1a: This would be better as the Australian Disability Discrimination Act which is DDA 1992 to avoid confusion.</p> <p>1c: Is this law in Australia? Should we not be focusing on Australian Law?</p> <p>1f: Police Check should also be done</p> <p>6b: Not a requirement under DDA 1992 please see previous comment.</p>	<p>Thank you for your feedback.</p> <ul style="list-style-type: none"> <li>PE – the unit is written broadly to cater for a range of contexts. The unit should be contextualised to meet the need of the individual workplace or learner. The key skills learned should be transferable to other contexts.</li> <li>KE <ul style="list-style-type: none"> <li>1a - <i>Australian</i> added to DDA</li> <li>1c - United Nations Convention on the Rights of Persons with Disabilities – deleted</li> <li>1f – <i>police check</i> added</li> <li>6b - Knowledge of the PAT is listed under <i>requirements for assistance animals</i>. It is a separate point from the DDA 1992.</li> </ul> </li> </ul>

## Proposed units of competency for deletion

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMACR409 Prepare and present animal control and regulation case (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>Feedback in regard to deleting the ACMACR409 unit Prepare and Present an Animal Control and Regulation Case. Some of the councils, whose staff already hold the PSPINV units that we are proposing to replace the above unit with, have not completed these units in an animal control context. They have indicated that they see the value of their staff completing this unit so they can put it into an animal context, which includes anticipating likely defences. I can see the value in retaining this unit, especially as it will be made an elective in the new version, but would be interested in what others think.</p>	<p>SMEWG confirmed that this unit should be deleted.</p> <p>Refer to the comments above regarding the <i>Certificate IV in Animal Regulation and Management</i>.</p>
<b>ACMCAS301 Work effectively in the companion animal industry (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>Industry Association, WA</li> </ul>	<p>Q14 In your view is the deletion of this component necessary? - Yes</p> <p>Q15 Please let us know why you have made this selection.</p> <p>I agree that the unit as it stands is redundant, all elements are covered in other units. It is also outdated with some terms used. However, I would like to see some basic understanding of what it means to be an employee included in perhaps another unit. Information on awards, wages, contract vs employee, employee rights, where to go for help as an employee. A large percentage of enquiries we receive are in regard to these matters which indicates that it is not common knowledge, students/employees would benefit from learning this during their education.</p>	<p>Thank your support, to the propped deletion of this unit.</p> <p>Some of the information mentioned is covered in <i>ACMGAS201 Work in the animal care industry</i></p> <ul style="list-style-type: none"> <li>PC1.1 Collect and interpret information on working in the industry, including employment terms and conditions</li> <li>KE point: features of animal care industries, including: <ul style="list-style-type: none"> <li>relationships between sectors and other industries</li> <li>industry work conditions</li> <li>legislation that affects the industry, including workplace health and safety and animal welfare</li> <li>industrial relations and employment terms and conditions</li> <li>career opportunities within the industry</li> <li>appropriate industry work ethics</li> <li>industry quality assurance standards</li> <li>general job responsibilities in a range of animal care sectors</li> </ul> </li> </ul>
<b>ACMCAS304 Capture, handle and transport companion animals (Proposed for deletion)</b>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No feedback received	
<b>ACMCAS307 Provide companion animal hydro-bathing services (Proposed for deletion)</b>		
	No feedback received	
<b>ACMCAS405 Purchase companion animal livestock (Proposed for deletion)</b>		
	No feedback received	
<b>ACMCAS407 Provide professional companion animal grooming services (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.	<ul style="list-style-type: none"> <li>Comment noted</li> </ul>
<b>ACMCAS408 Manage the operation of a mobile hydro-bathing facility (Proposed for deletion)</b>		
RTO, VIC	These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.	<ul style="list-style-type: none"> <li>Comment noted</li> </ul>
<b>ACMGRM404 Provide creative styling for dogs (Proposed for deletion)</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	These units (ACMCAS408 and ACMGRM404) are in ACM40617 (proposed for deletion). If this qual is not deleted, units should be retained also.	Comment noted by Skills Impact. Refer to the comments above on the proposed deletion of <i>ACM40617 Certificate IV in Pet Styling</i> .

## Units of competency that will not be included in list of components proposed for endorsement in the Case for Endorsement

Feedback received indicated the following units were *not suitable* and have been removed from the project:

- ACMACR409 Prepare and present animal control and regulation case
- ACMCAS301 Work effectively in the companion animal industry
- ACMCAS304 Capture, handle and transport companion animals
- ACMCAS307 Provide companion animal hydro bathing services
- ACMCAS405 Purchase companion animal livestock
- ACMCAS407 Provide professional companion animal grooming services
- ACMCAS408 Manage the operation of a mobile hydro-bathing facility
- ACMGRM404 Provide creative styling for dogs
- ACMGAS202 Participate in workplace communications
- ACMGAS210 Prepare for and conduct a tour or presentation