

# Exhibited Animal & Marine Wildlife Project



## Summary of Validation Feedback, Responses and Actions September 2020

This project includes the review of one qualification; the development of 27 revised units of competency and 7 new units of competency; and 9 new and 1 revised skill sets. within the ACM Animal Care and Management Training Package. The final draft materials were developed as a result of feedback provided by stakeholders and Subject Matter Experts (SMEs) during the validation period 6 April – 20 May 2020. Six Validation webinars with SMEs were held on the 19 and 20 May 2020 where all documents were validated through this process. Validation feedback was also received from a variety of stakeholders around the country via phone, emails and surveys. The table below provides an overview of the groups and jurisdictions that have provided feedback during this phase of the project.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)									
Industry association									*
Union									**
Registered Training Organisation (RTO)			***						
Government department									

\* Zoos and wildlife parks that are Zoo and Aquarium Association (the National association) accredited members were consulted in ACT, Qld, SA, Tas and Vic.

\*\*Note: Representatives from state-based and national unions (United Workers Union, Public Services Union and Community and Public Sector Union) were informed of the project throughout its progress.

\*\*\* Note: Feedback received from a national industry association and an Industry Training Advisory Body confirmed few to no relevant RTOs in the Northern Territory.

Below is a summary of the issues raised for the draft qualification, units of competency and skill sets developed and reviewed for the Exhibited Animal & Marine Wildlife 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, SMEs – Subject Matter Experts and SMEs – SMEWG - Subject Matter Expert Working Group.

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## Qualification - summary of validation feedback on

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACM30X20 Certificate III in Wildlife and Exhibited Animal Care</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Regarding the qualifications, the Certificate III in Captive Animals has included 240 hours of work placement may be a barrier to completion of the qualification. However, as this course is mostly undertaken by workers at animal facilities the requirement is unlikely to be a major issue.</p>	<p>Thank you for your feedback regarding the <b>work placement requirement</b>. The SMEWG determined that a work placement was required to: ensure learners received sufficient practical experience throughout the course and to assist in gaining employment. Employment opportunities and work placements are limited in the industry. Learners with practical work placements will be more successful in meeting the assessment requirements and potentially gaining employment.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>For Revised certificate:</p> <ul style="list-style-type: none"> <li>I would add <b>ACMGAS4XX Condition animals</b> as a core unit as it's a non-negotiable skill for the industry. I would then swap <b>ACMGAS308 Communicate effectively</b> to an elective, to make room for Condition animals, but also as its very similar to the Workplace Communications unit that many Cert III students already have from completing their Cert II in Animal Studies already.</li> <li>Also, with the <b>2 new units (ACMNEW3X1 Assess welfare and ACMNEW3X2 Promote positive wellbeing)</b> in the course core, it becomes very theory based, so removing this unit as a core, opens it up for more practical based teaching options.</li> </ul>	<p>Thank you for your feedback regarding the <b>core and elective units</b>.</p> <p>The SMEWG considered the feedback and decided:</p> <ul style="list-style-type: none"> <li>to retain the units in the core and electives as originally agreed for draft 1: <ul style="list-style-type: none"> <li>ACMGAS4XX Condition animals - ELECTIVE</li> <li>ACMGAS308 Communicate effectively - CORE</li> <li>ACMNEW3X1 Assess welfare status of an animal - - CORE</li> <li>ACMNEW3X2 Promote positive wellbeing of self and others in an animal care workplace - CORE</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>....My big concern with this qual is the inclusion of a level 4 Sus unit (again) ACMSUS401 Implement and monitor environmentally sustainable work practices Previously in the acm30317 it had been accidentally dropped into it instead of the level 2 unit and now seems to be stuck there..... there is no way that trade level keepers (most in the course are volunteers) would be able to Implement procedures in their workplace . So whilst I do agree the level 2 unit should definitely remain I believe the level 4 unit should not.</p>	<p>Thank you for your feedback regarding the <b>sustainability units</b>.</p> <p>The SMEWG considered the feedback received for draft 1 and for the validation draft relating to the selection of the appropriate level for the sustainability unit. They have decided:</p> <ul style="list-style-type: none"> <li>to retain ACMSUS401 as a CORE unit</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry, ACT</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>Industry, WA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<ul style="list-style-type: none"> <li>In the cores, the 2 NEW units seem irrelevant, or if they have to be a part of the course than as electives. ACMNEW3X1 is throughout each unit therefore do not see the relevance of a standalone unit. ACMNEW302 see no relevance at all These 2 units could go into electives, have 10 cores and 6 electives. Offer more flexibility for the course</li> <li>Also, units are still being over assessed. In some cases, such as for ACMCAN307 some students are not going to be able to rehabilitate more than one animal during the course eg a macropod can take months not allowing the time to (or money) to do a second animal. Most units can be demonstrated once. Eg for ACMCAN302. the student will attempt many times, but they only need to be signed of once when they do it perfectly that one time. for ACMCAN306 the zoo may not do much breeding or only breed one animal once a year eg koala, therefore how can they do at least 2 different animals? And the same for ACMCAN311</li> </ul>	<p>Thank you for your feedback regarding the <b>core and elective units</b>.</p> <p>The SMEWG considered the feedback and decided on:</p> <ul style="list-style-type: none"> <li>ACMNEW3X1 Assess welfare status of an animal - - CORE</li> <li>ACMNEW3X2 Promote positive wellbeing of self and others in an animal care workplace – CORE</li> </ul> <p>The SMEWG considered the feedback regarding the Assessment Requirements for ACMCAN307, 302 and 311 and supported the revised PE with very minor changes.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Just a few swaps between electives and core units to make it more well-rounded ie Make Condition animals a core and make communicate effectively an elective (as course will be quite theory content heavy with the 2 new units included).</p>	<p>Thank you for your feedback regarding the <b>core and elective units</b>.</p> <p>The SMEWG considered the feedback and decided:</p> <ul style="list-style-type: none"> <li>to retain the units in the core and electives as originally agreed for draft 1: <ul style="list-style-type: none"> <li>ACMGAS308 Communicate effectively - CORE</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Industry, NT</li> </ul>	<p>Validated</p>	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>During consultation the debate seemed to be to include or not the sustainability unit and it has had overwhelming support to include the unit however in the discussions I and I think a lot of others were considering the lower level unit that is currently included in the core units ACMSUS201A but now the higher level ACMSUS401 has been included as core. I don't believe that industry trainee and trade level keepers implement workplace practices I think it needs to remain a core unit but only as the lower level unit ACMSUS201 that is a core of the current cert III captive animals. The ACMSUS401 should be included in the cert IV ACM40X20</p>	<p>Thank you for your feedback regarding the <b>sustainability units</b>.</p> <p>The SMEWG considered the feedback received for draft 1 and for the validation draft relating to the selection of the appropriate level for the sustainability unit. They decide to retain ACMSUS401 as a CORE unit.</p>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>Feedback given as part of SFI Crocodile Project: for ACM I would say the following units from this course would go across nicely</p> <ul style="list-style-type: none"> <li>SFICRO2X1 Prepare to work with crocodiles – this is going to be recoded as a 3 we think</li> <li>SIRXCOM002</li> <li>SFICRO2x5 Work safely in crocodile habitats</li> <li>SFICRO3X4 Care for crocodiles over 1.2m in a controlled environment</li> <li>SFICRO4X4 Capture, transport and release crocodiles</li> </ul>	<p>Thank you for your feedback.</p> <p>SFICRO3X4 Care for crocodiles over 1.2metres in a controlled environment has been added as an ELECTIVE.</p>
<p><b>Certificate IV in Animal Facility Management - cross industry qualification</b></p>		
<p>SI comment</p>	<p>Feedback relating to the need for a Certificate IV in the exhibited animal and companion animal sectors</p>	<p>SME consultation feedback considered, and decision made to supersede the Certificate IV in Wildlife and Exhibited Animal Management with the Certificate</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	(in both projects) was indecisive. Skills Impact emailed the SMEWG for the Exhibited Animals Project on the preference for the proposed Certificate IV in Animal Facility Management OR the revised Certificate IV in Wildlife and Exhibited Animal Management. The preference was for the Certificate IV in Animal Facility Management with a specialisation in Wildlife and Exhibited Animals. This qualification would be supported with a range of Skill Sets tailored to the wildlife and exhibited animal sector. This would provide flexibility and a pathway for both sectors.	IV in Animal Facility Management with a specialisation in Wildlife and Exhibited Animals.
• Industry, ACT	Validated	
• Industry, WA	Validated	
• Industry, SA	Validated	
• RTO, NSW	Units are still very broad but see value in leadership aspect. Still prefer the Cert IV Wildlife & Exhibited option.	Feedback considered. Given other industry feedback and SME consultation, it was decided that the Certificate IV in Wildlife and Exhibited Animal Management be superseded by the Certificate IV in Animal Facility Management with a specialisation in Wildlife and Exhibited Animals.
• Industry, NT	Validated	
• RTO, NSW	Validated	

## Skill Sets - summary of validation feedback

### New skill sets – wildlife and exhibited animals

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMSS00023 Animal Welfare Management Skill Set</b>		
	No issues raised from feedback	SMEWG reviewed skill set and validated May 2020
<b>ACMSS00024 Zoological Horticulture Skill Set</b>		
	No issues raised from feedback	SMEWG reviewed skill set and validated May 2020
<b>ACMSS00025 Exhibited Animal Visitor Experience Skill Set</b>		
Industry, SA	Validated	SMEWG reviewed skill set and validated May 2020
<b>ACMSS00026 Zoological Exhibit Skill Set – not proceeding</b>		
Industry, SA	This is not a task that is undertaken by keepers in all organisations and so is not a needed skill set.	Not proceeding – original units now merged
<b>ACMSS00027 Exhibited Animal Section Management Skill Set</b>		
• Industry, SA	Validated	Not proceeding – not required as Certificate IV in Animal Facility Management is proposed.
<b>ACMSS00028 Exhibited Animal Population Management Skill Set</b>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	No issues raised from feedback	SMEWG reviewed skill set and validated May 2020
<b>ACMSS00030 Introduction to Native Wildlife Care (Rehabilitation Skill Set)</b>		
	No issues raised from feedback	SMEWG recommended reviewing the units in the SS Title changed to: <i>Introduction to Native Wildlife Care - care replaces rehabilitation</i>
<b>ACMSS00027 Exhibited Animal Behaviour and Training Skill Set</b>		
• Industry, SA	Validated	
• SMWEG	Validated	SMEWG recommended changing title from <i>ACMSS00031 Exhibited Animal Behaviour Skill Set</i> to <i>ACMSS00027 Exhibited Animal Behaviour and Training Skill Set</i> .
<b>ACMSS00022 Native Wildlife Rehabilitation Skill Set</b>		
• SMEWG	Validated	This is a new Skill Set, developed because the SMEWG recommended merging the 4 species specific skill sets into one generic skill set. It has been recoded from <i>ACMSS00032 Native Wildlife Rehabilitation Skill Set</i> to <i>ACMSS00022 Native Wildlife Rehabilitation Skill Set</i> .

### New skill sets - marine animal response

<b>ACMSS00021 Large Whale Disentanglement Skill Set</b>		
	No issues raised from feedback	Validated
<b>ACMSS00022 Lead Marine Wildlife Event Response Skill Set</b>		
	No issues raised from feedback	Not proceeding – SMEWG considered there was very limited need/uptake.



<b>ACMSS00029 Marine Animal Stranding Skill Set</b>		
	No issues raised from feedback	Validated

### Revised skill sets

<b>Stakeholder Comments and Identified Issues</b>		<b>Consideration and Proposed Resolution</b>
<b>ACMSS00008 Native Amphibian Rehabilitation Skill Set</b>		
	No issues raised from feedback	SMEWG recommended merging the 4 species specific skill sets into one generic skill set. Limited evidence of uptake related to specific species. New skill set developed – Native Wildlife Rehabilitation Skill Set
<b>ACMSS00009 Native Bird Rehabilitation Skill Set</b>		
	No issues raised from feedback	As above
<b>ACMSS00010 Native Mammal Rehabilitation Skill Set</b>		
	No issues raised from feedback	As above
<b>ACMSS00011 Native Reptile Rehabilitation Skill Set</b>		
	No issues raised from feedback	As above
<b>ACMSS00012 Preventative Biosecurity Skill Set</b>		
	No issues raised from feedback	SMEWG – validated May 2020

## Units of Competency - summary of validation feedback

### Captive animal (ACMCAN) units (coded level 3) - Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMCAN301 Work within a zoological facility</b> (revised title)		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Work placement appeared in final draft. No feedback to support addition, so why was it added? Spoken to Box Hill (deliver Cert III and have no issue with addition). Question is reasoning for addition of 240 work placement.</p>	<p>The SMEWG determined that a work placement was required:</p> <ul style="list-style-type: none"> <li>to ensure learners received sufficient practical experience throughout the course, and</li> <li>to assist in gaining employment.</li> </ul> <p>Employment opportunities and work placements are limited in the industry. Learners with practical work placements will be more successful in meeting the assessment requirements and potentially gaining employment.</p>
<ul style="list-style-type: none"> <li>Industry, WA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>In <b>assessment conditions</b> - add the option- live animal of lifelike mannequin like you have in Capture and restraint as zoo policy won't allow handling by students as contradicts welfare policies.</p>	<p>PE does not necessarily require handling of animals</p> <ul style="list-style-type: none"> <li>demonstrated safe and humane handling <i>or interaction</i> procedures for two different animals</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>PC 3.4 Assist with the accurate identification of animals using safe, species-specific handling techniques ***Don't find this clear- are they learning safe, species-specific handling techniques only for the purpose of animal identification- maybe it should be "assist with the implementation of identification techniques...is that what its saying?</p>	<p>Thank you for the feedback. Suggestions adopted.</p> <ul style="list-style-type: none"> <li>PC3.4 reworded to: Assist with the implementation of identification techniques</li> <li>KE – suggested point added</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Add to knowledge evidence: Function of zoological facilities-"Breeding"	
• SMEWG	Validated May 2020	
<b>ACMCAN302 Prepare and present information to the public</b>		
• Industry, SA	Validated May 2020	
• RTO, VIC	Use of the word exhibited/captive does not reflect scope of job performed as per feedback	Thank you for the feedback. The SMEWG has confirmed terminology related to exhibited/captive animals. 'Captive' is to be avoided where possible
• RTO, NSW	Validated	
• Industry, NSW	PC2.3 Handle or use animals involved in the presentation according to workplace health and safety, animal welfare and facility requirements. ***** wording of "use animals" can be controversial. Could it be reworded to "handle or present animals... Maybe add to performance criteria- Understanding importance of educational and conservation messaging in presentations <b>Performance evidence-</b> "interacted with animals safely during one presentation" ***This needs be clearer-it reads as if the student must interact with an animal during a presentation (ie handle etc..) but maybe could change wording to make sure that this won't need to be the case ie. is having an animal eat on exhibit without direct contact is that still interacting?	Thank you for the feedback. Suggestion adopted. <ul style="list-style-type: none"> <li>• PC2.3 (reworded) Handle or <i>present</i> animals involved in the presentation <i>to enhance educational and conservation messaging</i> according to workplace health and safety, animal welfare and facility requirements</li> <li>• PE point – (reworded) <i>incorporated animals safely and humanely in one presentation</i></li> </ul>
• SMEWG	Validated May 2020	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMCAN303 Support species population planning and management (revised title)</b>		
• Industry, SA	Validated	
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN304 Prepare and maintain animal habitat (revised title)</b>		
• Industry, SA	Validated	
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN305 Assist with capturing, restraining and moving animals</b>		
• Industry, SA	Validated	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Validated	
• Industry, NSW	Don't think you need to include keepers assisting to give chemical restraint. A lot of keepers will go through their career and may never be involved in this. I understand that you have the wording "job Role" but still think it does not need to be there. 2.2 Provide assistance to veterinarian or authorised personnel to administer chemical restraints (sedation/anaesthesia) according to job	Thank you for the feedback. The SMEWG reviewed the feedback and supported: <ul style="list-style-type: none"> <li>• PC2.2to be reworded to focus on restraint</li> </ul>
• SMEWG	Validated May 2020	
<b>ACMCAN306 Monitor animal reproduction</b>		
• Industry, SA	Validated	
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN307 Rehabilitate native wildlife</b>		
• RTO, VIC	Validated	
• RTO, NSW	Validated	

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul> <p>If this unit is anticipated to be delivered to wildlife rehabilitators working in the home-based care model of NSW, language could be amended to better reflect e.g.</p> <p><b>Performance criteria</b></p> <p>PC 1.5 Examine animals and refer seriously injured animals to supervisor or take to veterinary clinic for immediate treatment - “Supervisor” suggest amend to “Supervisor / Species Coordinator”</p> <p>PC 2.5 Process deceased animals for research purposes according to legislative and work place policies and procedures - This PC is difficult to interpret in relation to actual and current industry practice.</p> <p>Also, this is a PC that requires major attention in an assessment and is not reflected in the PE</p> <p><b>Performance evidence:</b></p> <p>PE1 providing appropriate care for rescued animal. The PE for this unit cannot be realistically achieved by a student without a wildlife licence. Furthermore, licenced wildlife rehabilitators are not encouraged / allowed by their organisation to use animals for the purposes of achieving personal educational outcomes.</p> <p>PE2 developing and implementing rehabilitation programs for native animals in consultation with relevant people and organisations. Is a student expected to call a wildlife group such as WIRES to achieve this? They will get onto a hotline with telephone operators. To achieve this PE, is a student expected to locate a wildlife rehabilitator and ask them questions? What if the student doesn’t have access to this? Furthermore, when you ask a rehabilitator, depending on their species expertise, level of experience and personal methods, you will get a multitude of different responses- not a reliable method.</p> <p>Suggest something like: “developing and implementing rehabilitation programs for native animals in reference to current industry practices, rehabilitation guides, husbandry manuals and other expert sources where relevant”</p> <p>PE3 identifying and handling native wildlife correctly and humanely and PE5 preparing animals for post-rehabilitation life. Both these PE have same issues as</p>	<p>Suggestion adopted:</p> <ul style="list-style-type: none"> <li>• PC1.5</li> <li>• PE added reference to deceased animals as per PC2.6</li> </ul> <p>Thank you for explaining your concern. Units of competency reflect practical skills and required knowledge</p> <ul style="list-style-type: none"> <li>• PE – industry requires practical skills– added <i>documented a rehabilitation program for native animal species in reference to current industry practices, rehabilitation guides, husbandry manuals and other expert sources where relevant</i></li> </ul>

<b>Stakeholder Comments and Identified Issues</b>		<b>Consideration and Proposed Resolution</b>
	<p>PE1 – you must be a licenced carer to handle / keep / manage wildlife and if you are, you cannot use animals for your own educational purposes.            Suggest: removing the requirement to interact with wildlife. Take out of PE. Change wording to something like “prepare a manual outlining / describing etc what you would do”. Handling to be done with any other captive animal, not specifically wildlife under rehabilitation.</p>	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	
<b>ACMCAN308 Release native animals to natural environment</b>		
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	
<b>ACMCAN309 Develop institutional husbandry guidelines</b>		
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Validated	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN310 Contribute to exhibit design and renovation planning</b>		
• Industry, SA	Validated	
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN311 Care for young animals</b>		
• RTO, NSW	<b>Assessment conditions</b> Add the option- live animal or lifelike mannequin (same as in CAN301) like you have in Capture and restraint as zoo policy won't allow handling by students as contradicts welfare policies.	Thank you for the feedback. The SMEWG supports the wording in the AC - <i>live, young animals</i> This unit has been revised to be applicable to exhibited/wildlife and companion animals and is included in several qualifications and skill sets. The assessment does not need to be undertaken with wildlife or exhibited animals.
• Industry, SA	Validated	



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	

### Captive animal (ACMCAN) units (coded level 4) - Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMCAN4X7 Implement species population planning and management</b>		
	Merged unit based on SMEWG request. Previously <i>ACMCAN401 Implement collection management &amp; ACMCAN502 Develop and monitor collection management</i>	
• Industry, SA	Validated	
• RTO, VIC	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN4X8 Oversee enclosure or exhibit operations</b>		
	Merged unit based on SMEWG request. Previously <i>ACMCAN402 Manage enclosures and exhibits and ACMCAN501 Contribute to enclosure and exhibit design or renovation projects</i>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry, SA	Validated	
• RTO, VIC	Validated	
• SMEWG	Validated May 2020	
<b>ACMCAN403 Develop animal diets</b>		
SMEWG	Validated May 2020	
<b>ACMCAN404 Develop, monitor and review behavioural management strategies</b>		
• Industry, SA	Validated	
• RTO, VIC	<b>Performance evidence</b> - have changed from current version and become very specific, appears to be no feedback to support change - developed, monitored and reviewed one behavioural conditioning and one enrichment program including two short-term and one long-term objective for one animal or a species. How long is long term? I this year? Can this objective be met?	Thank you for the feedback. The Performance evidence was updated to reflect the elements and PCs more closely. SMEWG updated terminology - behavioural <i>management</i> changed to behavioural <i>husbandry</i> .
• Industry, WA	Validated	
• Industry, NSW	I find the <b>performance criteria</b> very vague, especially element 4 <ul style="list-style-type: none"> <li>behavioural conditioning and training- Conditioning and training are the same thing-an animal is learning</li> </ul>	Thank you for the constructive feedback regarding terminology. Suggestion adopted. <b>Element 4</b> – revised PC4.1 and 4.2 <ul style="list-style-type: none"> <li>4.1 Contribute to animal training policy</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>through experiences. Maybe look at terminology throughout...</p> <ul style="list-style-type: none"> <li>Behavioural management through training and enrichment as another option. In this case maybe change from "behavioural conditioning and training" to Animal training Maybe removing "conditioning" from all and replacing with Training?? Also, maybe instead of behaviour management look at terminology of behavioural husbandry.</li> </ul> <p><b>Knowledge evidence:</b></p> <ul style="list-style-type: none"> <li>key purpose, features and strategies used in enrichment programs, including ****Add Goal Based enrichment</li> </ul>	<ul style="list-style-type: none"> <li>4.2 Assist with keeper/carer training in behavioural husbandry, animal training and enrichment programs</li> </ul> <p><b>Knowledge evidence:</b></p> <ul style="list-style-type: none"> <li>key purpose, features and strategies used in enrichment programs, including <ul style="list-style-type: none"> <li><i>goal based enrichment</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	
<b>ACMCAN405 Design and evaluate interpretive and learning programs</b>		
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	
<b>ACMCAN406 Assist in establishing and maintaining a zoological plantation or plant production</b>		
	Revised title - previously <i>Assist in establishing and maintaining a plantation</i> )	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Performance evidence <ul style="list-style-type: none"> <li>identified dietary/plant feed requirements or at least one animal species - typo???</li> </ul>	Thank you for the feedback – typo fixed.
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	

### Cross-sector (ACMNEW) - New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMNEW3X1 Assess the welfare status of an animal (also coded ACMGAS3X1)</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>Industry, WA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	
<b>ACMNEW3X2 Promote positive wellbeing in self and others in animal care workplaces (also coded ACMGAS3X2)</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>It is a great unit and I am excited that it will be used across different courses that utilize animals. The group has managed to achieve the balance between promoting positive mental health and considering/responding to the factors which lead to negative mental health. I am glad it moved on from being a unit about compassion fatigue. I have made a few comments</p> <p><b>Element 2</b> is predominantly proactive of element 1 which is reactive. The individual level response and strategies to promote positive individual mental health at work and home needs to be brought in. My suggestions are;</p> <ul style="list-style-type: none"> <li>2.1 Explore strategies...used at management, team and/or individual level.</li> <li>2.2 Identify and select strategies to promote psychological health and wellbeing.</li> <li>2.3 Develop a holistic self-care plan to address stressors and promote psychological health and well-being (currently the word address tends to imply that we are looking to fix the negative rather than also promote the positive).</li> </ul> <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>positive psychology and managing expectations' Managing expectations doesn't seem to fit here. I would suggest it fits better as a source of stress</li> <li>dealing with behaviour of clients, colleagues or public in relation to animals' - Should/could ethical dilemmas be specifically names or is this covered in a different unit? It is a big source of stress and may be covered under "dealing with the behaviour..."</li> <li>recognising own emotions and responses' - Add - practicing self-compassion</li> <li>complementary and alternative health options, including mindfulness, gratefulness' - Gratitude rather than gratefulness</li> </ul>	<p>Thank you for you for the positive and constructive feedback.</p> <ul style="list-style-type: none"> <li>Element 2 – suggested changes to PCs in element 2 adopted</li> <li>Minor wording changes to KE adopted.</li> </ul>
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	<p>Validated May 2020</p>	<p>Minor change to AC made by SMEWG</p>

## Marine animal response (ACMAIM) units - New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMAIMXX1 Participate in large whale disentanglement operations</b>		
• RTO, VIC	Validated	Validated – SMEWG added a minor change to PE: <ul style="list-style-type: none"> <li>the inclusion of extra PE points relating to whale behaviour, danger zones and use of PPE.</li> </ul> Indicative AQF3 level confirmed
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMAIMXX2 Respond to marine wildlife stranding</b>		
• RTO, VIC	Validated	Validated - The SMEWG supported: <ul style="list-style-type: none"> <li>the inclusion of extra PE point relating to PPE</li> <li>indicative AQF3 level confirmed</li> </ul>
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMAIMXX3 Respond to marine wildlife welfare</b>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Validated	Validated - the SMEWG confirmed indicative AQF3 level. • Minor edit to PE – ‘at least one species ...’
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMAIMXX4 Participate in marine wildlife pollution event</b>		
• RTO, VIC	Validated	Validated – SMEWG confirmed indicative AQF3 level
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	
<b>ACMAIMXX5 Assist at wildlife events</b>		
• RTO, VIC	Validated	Validated – SMEWG confirmed indicative AQF2 level

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Validated	
• RTO, NSW	Validated	
• SMEWG	Validated May 2020	

### Species-specific (ACMSPE) - Revised units of competency

General changes to all units:

- PCs – terminology - *low stress* handling added where appropriate
- PE - Minor edits to ensure consistency wording – maintained feed and *husbandry* records
- KE - Reference to licensing added to last point - overview of Commonwealth and relevant state/territory legislation, *licensing* and codes of practice related to captured wildlife, biosecurity, health and safety, and animal welfare

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMSPE301 Provide general care of amphibians</b>		
• Industry, SA	Validated	
• RTO, VIC	AC: live amphibians as required for the performance evidence, not in current or first draft and no feedback to support addition. Please provide reasoning as some unit stipulate live and other don't.	Thank you for the feedback. 'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311.
• RTO, NSW	Validated	



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	PC – low stress handling added
<b>ACMSPE302 Provide basic care of birds</b>		
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	<p>The points in knowledge evidence about safely handling birds:</p> <ul style="list-style-type: none"> <li>methods used to safely approach and handle birds, including: <ul style="list-style-type: none"> <li>confining or enticing a bird to small area or enclosure before attempting to catch</li> <li>encouraging bird to approach by offering a treat</li> </ul> </li> </ul> <p>The terminology could be a little more in line with training terminology and capture and restraint terminology e.g. Utilise catch cage facilities to allow for capture and restraint. Reinforce approach behaviours to staff.</p>	<p>Thank you for the feedback. Suggestion adopted. Revised wording.</p> <ul style="list-style-type: none"> <li>methods used to safely approach and handle birds, including: <ul style="list-style-type: none"> <li>utilising catch cage facilities to allow for capture and restraint</li> <li>reinforcing approach behaviours to staff</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Addition of AC live birds not in current or previous. Feedback from our teacher for ACMSPE302. Teacher proposed unit well written and no issues	Thank you for the feedback. 'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311. 'Live' was included in draft 1 of this unit.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated	PC – <i>low stress</i> handling added PE – revised list of bird groups in PE to cover species appropriate for companion animal and wildlife/exhibited sector
<b>ACMSPE303 Provide basic care of common native mammals</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Feedback provided no suggestion of increase in numbers?? AC: live common native mammals required for performance evidence current and first draft a range of common native mammals as specified in the performance evidence. Reasoning for change	<p>Thank you for the feedback.</p> <ul style="list-style-type: none"> <li>Greater specificity was added to the PE (point 1) to provide clearer guidance to RTOs and to meet volume and/or frequency requirements for performance evidence (Standards for Training Packages). <ul style="list-style-type: none"> <li>original TGA unit: <i>identified the specific characteristics and needs of common native mammals</i></li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>revised unit: <i>identified the habitat, activity cycle and general features and needs of two different species of common native mammals</i></li> <li>'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311. 'Live' was included in draft 1 of this unit</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE304 Provide basic care of domestic dogs</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	Feedback provided no suggestion of increase in numbers?? Current requirements of PE: Does this mean 6 dogs? Need clarification Breed x 1 = puppy and adult Breed x 2 = puppy and adult Breed x 3 = puppy and adult Basic care (doubled from current and draft) Breed x 1 = puppy and adult Breed x 2 = puppy and adult Feedback Zoom meeting Animal Studies teachers Change in numbers will require more time and add complexities. Different breeds of dogs at different life stage vary significantly ie Great Dane compared to Yorkshire Terrier and therefore why is it equivalent. these are not minor changes AC: domestic dogs of different breeds as required in the performance evidence, other unit state live, inconsistent	<p>Thank you for the feedback.</p> <ul style="list-style-type: none"> <li>Greater specificity was added to the PE (point 1) to provide clearer guidance to RTOs and to meet volume and/or frequency requirements for performance evidence (Standards for Training Packages). <ul style="list-style-type: none"> <li>original TGA unit: <i>identified the specific characteristics and needs of domestic dogs (no specific number)</i></li> <li>revised unit: <i>identified the specific characteristics and needs of domestic dogs for three different breeds covering two different life stages selected from puppy, adult, or senior (= total of 3)</i></li> </ul> </li> <li>'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE305 Provide basic care of domestic cats</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Feedback no suggestion of increase in numbers?? Does this mean 4 cats? Please clarify Breed x 1 = kitten and adult Breed x 2 = kitten and adult  AC: should be consistent with other SPE units • live domestic cats required for performance evidence but not live in dogs - why??  Basic care (doubled from first and current) versions)  Breed x 2 OR Breed x 1 = kitten and adult Feedback  Zoom meeting Animal Studies teachers Change in numbers will require more time, but not as difficult to implement for cats compared to dogs. Changes not as significant or as complex between different breeds.</p>	<p>Thank you for the feedback.</p> <ul style="list-style-type: none"> <li>Greater specificity was added to the PE (point 1) to provide clearer guidance to RTOs and to meet volume and/or frequency requirements for performance evidence (Standards for Training Packages). <ul style="list-style-type: none"> <li>original TGA unit: <i>identified the specific characteristics and needs of domestic cats (no specific number)</i></li> <li>revised unit: <i>identified the specific characteristics and needs of domestic cats, including for:</i> <ul style="list-style-type: none"> <li>two different breeds, and</li> <li>two different life stages - selected from kitten, adult or senior (= total of 2)</li> </ul> </li> </ul> </li> <li>'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311. 'Live' was included in draft 1 of this unit.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 20202	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE3X1 Provide basic care of fish</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<ul style="list-style-type: none"> <li>Validated</li> <li>AC: live fish (marine and/or freshwater) as stipulated in the performance evidence. Changed from current please provide a reason, again some units state live and other do not.</li> </ul>	<p>Thank you for the feedback.</p> <p>'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Just a query about the 'care for 2 fish' would it suggest they care for an individual fish? Would it mean they may remove 1 single fish from a tank and care for it individually? Should it be a species of marine/freshwater rather than an individual fish?</p> <ul style="list-style-type: none"> <li>provided general care for two fish, either: <ul style="list-style-type: none"> <li>two different species of marine fish,</li> <li>two different species of freshwater fish, or</li> <li>one marine fish and one freshwater fish.</li> </ul> </li> </ul>	<p>Thank you for the feedback. Suggestion adopted. Wording changed.</p> <ul style="list-style-type: none"> <li>provided general care for two species of fish, either: <ul style="list-style-type: none"> <li>two different species of marine fish,</li> <li>two different species of freshwater fish, or</li> <li>one species of marine fish and one species of freshwater fish.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE3X2 Provide basic care of invertebrates</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<ul style="list-style-type: none"> <li>Validated</li> <li>AC: live invertebrates as stipulated in the performance evidence. Changed from first draft and current, why?</li> </ul>	<p>Thank you for the feedback.</p> <p>'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311. 'Live' was included in draft 1 of this unit.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE310 Provide basic care of mammals</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<ul style="list-style-type: none"> <li>Validated</li> <li>AC: a range of common placental mammals - not consistent with other units, why not live??</li> </ul>	<p>Thank you for the feedback.</p> <p>'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311. 'Live' was included in draft 1 of this unit.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE311 Provide basic care of non-venomous reptiles</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<ul style="list-style-type: none"> <li>Validated</li> <li>AC: a range of non-venomous reptiles as required for the performance evidence - why not live??</li> </ul>	Thank you for the feedback. 'Live' (animals) are required for assessment for all SPE units. The units have been checked to ensure consistency in requirements. The term 'live' has been added to ACMSPE304 and 311.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>Industry, SA</li> </ul>	Validated	
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>
<b>ACMSPE312 Provide basic care of rodents and/or rabbits</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<ul style="list-style-type: none"> <li>Validated</li> <li>AC: live rabbits and/or rodents as specified in performance evidence, changed from current and first draft - why??</li> </ul>	Thank you for the feedback. The unit was checked for consistency – see response to 'live' animals above.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<ul style="list-style-type: none"> <li>Spelling mistake in KE (?) <ul style="list-style-type: none"> <li>enurination/spraying</li> </ul> </li> </ul>	Thank you for the feedback. Checked spelling. No change – enurination (jet of urine)
<ul style="list-style-type: none"> <li>SMEWG</li> </ul>	Validated May 2020	<ul style="list-style-type: none"> <li>PC – low stress handling added</li> </ul>

## Proposed merged units of competency

The following are proposed merged units of competency to replace and supersede existing units.

- ACMCAN4X7 Implement species planning and population management
  - *ACMCAN401 Implement collection management*
  - *ACMCAN502 Develop and monitor collection management*
- ACMCAN4X8 Oversee enclosure/exhibit operations replaces:
  - *ACMCAN402 Manage enclosures and exhibits*
  - *ACMCAN501 Contribute to enclosure and exhibit design or renovation projects*
- ACMSPE3X1 Provide basic care of fish:
  - *ACMCAN306 Provide basic care of marine fish*
  - *ACMCAN307 Provide basic care of freshwater fish*
- ACMSPE3X2 Provide basic care of invertebrates:
  - *ACMCAN306 Provide basic care of marine invertebrates*
  - *ACMCAN307 Provide basic care of terrestrial and freshwater invertebrates.*

## Proposed units of competency for deletion

There are no units proposed for deletion.

## Proposed merged Skill Sets (non-endorsed component)

The following new skill set is proposed to merge and replace four existing skill sets.

- ACMSS00X32 Native Wildlife Rehabilitation Skill Set
  - *ACMSS00008 Native Amphibian Rehabilitation Skill Set*
  - *ACMSS00009 Native Bird Rehabilitation Skill Set*
  - *ACMSS00010 Native Mammal Rehabilitation Skill Set*
  - *ACMSS00011 Native Reptile Rehabilitation Skill Set*