



Australian
Industry and
Skills Committee

TRAINERS OF ASSISTANCE DOGS PROJECT & COMPANION ANIMAL INCIDENT MANAGEMENT PROJECT ACM ANIMAL CARE & MANAGEMENT TRAINING PACKAGE VERSION 6.0

Case for Endorsement

Animal Care and Management Industry Reference Committee

Skills Impact

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1. Administrative details of the Case for Endorsement

Refer to **Attachment A** for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products.

The *ACM Animal Care and Management Version 6.0* Case for Endorsement addresses two projects:

- Trainers of Assistance Dogs project
- Companion Animal Incident Management project.

1.1 Case for Change details

Trainers of Assistance Dogs project

The Case for Change (Skills Impact Omnibus Activity Order: Skills Impact/TPD/2020-21-010) was approved on 22 June 2021. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work for the *ACM Animal Care and Management Training Package* are:

- Develop up to 13 units of competency
- Develop up to 3 new skill sets.

Companion Animal Incident Management project

The Case for Change (Skills Impact Omnibus Activity Order: Skills Impact/TPD/2020-21-003) was approved on 22 June 2021. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work for the *ACM Animal Care and Management Training Package* are:

- Develop 12 units of competency
- Develop up to 3 new skill sets.

1.2 Timeframes and delays

The Trainers of Assistance Dogs project and the Companion Animal Incident Management project were delivered in accordance with the agreed timeframe. Acceptance by the Commonwealth of the Case for Endorsement is scheduled for 1 June 2022.

2. Changes to training products and how these will meet the needs of industry

Refer to **Attachment B** for information on how the proposed updates to qualifications will better support job roles in industry.

Trainers of Assistance Dogs

The expansion of assistance dogs into fields covered by the National Disability Insurance Scheme (NDIS) and other health streams has brought an increasing demand for greater regulation and skilled delivery of assistance animal training. There are also widespread calls by industry for nationally recognised training to ensure workers possess the core skills to prepare dogs for a variety of purposes and client needs.

Research of currently endorsed components within training packages in the national system - in particular the *ACM Animal Care and Management Training Package* - revealed a lack of suitable units of competency to address the skills and knowledge required for animal trainers to specialise in Assistance Dog Training.

The main drivers for this project included the development of new units of competency and skill sets to support the high demand for assistance dogs, alleviate welfare concerns, and ensure readiness for changing regulatory environments, with the new units of competency to be embedded into existing qualifications.

Key messages from industry experts engaged during the consultation phases include:

- Recognising the broad scope of physical and mental disabilities for which assistance dogs may be trained.
Guide dogs or therapy dogs have traditionally been employed to assist individuals with physical disabilities, such as vision or hearing impairments, and those with limited mobility. These dogs have played an important role in permitting many individuals to live as independently as possible. More

recently, assistance dogs also support people with chronic mental illnesses or developmental disorders, such as autism, post-traumatic stress disorder, and generalised anxiety disorder. Some assistance dogs may even help inform their diabetic owner of a potentially fatal change in their handler's blood sugar levels or warn epileptic handlers that a seizure is forthcoming.

- New units of competency have been developed to ensure flexibility of delivery and assessment in understanding of this broad range of assistance requirements.
- Requirements for trainers of assistance dogs to possess the skills and knowledge to work with dogs and people to achieve the best outcome for both.
 - New units developed to respond to industry needs relating to handlers and assistance dogs that help people with disability to live their lives more independently. In addition to providing guidance on the training of assistance dogs, the units stress the importance of the monitoring and maintenance of dogs' work/life balance, condition and physical, emotional, mental health needs.
- References to relevant legislation need to be incorporated in the units:
 - Training products developed in this project are supported by a detailed User Guide, which includes relevant state/territory and commonwealth legislation as well as information about NDIS assistance animal funding. Moving this advice to the User Guide ensures references may be updated quickly, if/when they happen.
- Units of competency must be included in relevant and existing qualification/s with a recommendation made for a specialisation for *trainers of assistance dogs* be added to the *Certificate IV in Animal Behaviour and Training*:
 - The new units have been added to *Certificate IV in Animal Behaviour and Training* as electives, and packaging rules for this qualification have been updated to provide an *Assistance Dog Training specialisation*.
- Key stakeholders recommended the inclusion of additional advice in the units of competency, due to their complex and broad nature, and the fact that they will be new to the system:
 - A comprehensive User Guide has been developed which provides extensive information to assist with the delivery of these units. Content includes:
 - 5 domains of animal welfare
 - relevant legislation
 - processes for choosing an assistance dog
 - mental welfare of assistance dogs.
 - It is anticipated that further edits will be made to this User Guide over time to ensure its currency.
- Development of skill sets:
 - Two skill sets have been created that will provide additional pathways for those already working in the industry to gain specialist skills in assistance dog training, or for those looking to move into other qualifications, such as *Certificate IV in Animal Behaviour and Training*.

Companion Animal Incident Management

The 2019-20 bushfires highlighted the important role of animal facility workers, emergency service workers and evacuation centres in supporting injured and displaced animals. With many evacuation centres overwhelmed, the need for revised evacuation protocols, procedures for accommodating companion animals and staff training were recommended by several reports, including the Royal Commission into National Natural Disaster Arrangements. The Royal Commission recommended 'national consistency in training and competency standards' to encourage resource and information sharing, and to enable 'someone trained in one state or territory to work effectively in another'.

Research of existing components within the *ACM Animal Care and Management Training Package* revealed no units of competency that suitably addressed the skills and knowledge required for incidents specifically involving companion animals. The main driver for this project, therefore, was to provide a national approach to the skills standards for responding to incidents involving small companion animals through the development of new units of competency.

Key messages from industry experts engaged during the consultation phases include:

- A requirement for new units relating to the rescue of companion animals for all steps of an incident:
 - There are millions of companion animals that can be found in homes across Australia. When major incidents such as bushfires, flood and other natural or human induced disasters occur unique expertise is required to manage the safety of these animals and the people they live with. Without this expertise, emotive responses by owners of companion animals and emergency workers often results in death or serious injury of humans and animals.

- New units have been developed as a suite that covers preparation for and/or during and/or post incidents.
- Clarification of terminology used, including definitions of 'incidents vs. major incidents', and 'small companion animals':
 - While initial terminology for the scoping of this project referred to 'major incidents', consultation with the emergency services led to this being changed to 'incidents' who all noted that the bulk of their work relates to what may be classified as minor incidents.
 - Minor incidents are defined as occurrences that can be resolved by local resources, whereas major incidents are occurrences that are likely to entail intra/interstate and possibly international resources.
 - New units have been written with flexibility in delivery and assessment, allowing for the contextualisation of the units to cover all types of relevant incidents.
- Ensure no duplication with existing *AIM Animal Incident Management* units within the *ACM Animal Care and Management Training Package*:
 - A thorough investigation of existing units of competency in the *ACM Animal Care and Management Training Package* was undertaken, along with checking for possible cross-over with *PUA Public Safety Training Package* and new units in the *CSC Correctional Services Training Package*. This investigation revealed no duplications between these existing training package components and the newly created units of competency.
 - One existing unit of competency (*ACMAIM305 Carry out casualty and post-rescue management of animals*) was identified as being able to suitably address the skills and knowledge required to undertake initial assessment and care for animals during and after an incident. However, the language within this unit limited its delivery to large animals only. Rather than duplicating the unit for use with small animals, references to 'large animals' were simply changed to 'animals' so that the unit could be used for all sizes of animals.
- Requirement for units which may only be suitable in rural areas:
 - During consultation some of the proposed new units were identified as potentially not being required due to lack of need. However, stakeholders in rural and remote areas disagreed and pointed out that their smaller communities generally do not have the access to resources available to those in city and urban areas and therefore, these new units were essential to them. These new units underwent further development with Subject Matter Experts in rural regions to ensure they were fit for purpose and have been included in this case for endorsement, noting that these new units are also still suitable for use in any region.
- Development of skill sets:
 - Four skill sets have been developed that relate to some of the incident management roles identified during this project. These skill sets may be useful for those personnel already working in the emergency services who wish to gain additional skills in handling animals during incidents.
- Ensure existing Animal Incident Management User Guide is updated:
 - Updates have been made to this User Guide to ensure it addresses incidents involving all sizes of animals, rather than just the large animal coverage the Guide currently covers. It is anticipated that further edits will be made to this User Guide over time to maintain its currency.

The following components are a result of the work undertaken in both of these projects:

Case for Change Requirements	Components for Endorsement in ACM V6 CfE
Assistance Dog Training: <ul style="list-style-type: none"> • Develop up to 13 units of competency • Develop up to 3 new skill sets. 	<ul style="list-style-type: none"> • 5 new units of competency • 1 updated qualification (to include new units and new specialisation) • 2 skill sets (not for endorsement)
Companion Animal Incident Management: <ul style="list-style-type: none"> • Develop 12 units of competency • Develop up to 3 new skill sets. 	<ul style="list-style-type: none"> • 7 new units of competency • 1 revised unit of competency • 3 updated qualifications (to include new units) • 4 skill sets (not for endorsement)

3. Stakeholder consultation strategy

Refer to **Attachment C** for:

- list of stakeholders that actively participated in consultation on the project
- summary feedback provided by stakeholder type and the IRCs response to this feedback
- summary of issues raised during stakeholder consultation and the IRCs response to these issues.

3.1 Identification of stakeholders

Stakeholders were identified and targeted for participation in **both** projects, and included:

- Animal Care and Management Industry Reference Committee (ACM IRC) and Subject Matter Expert Working Group (SMEWG) members' recommended key stakeholders
- Members of relevant associations
- Stakeholders identified by IRC members
- RTOs with relevant ACM qualifications on their scope of registration
- Attendees at industry-specific online conferences and seminars
- Stakeholders recommended by other stakeholders in their industry/organisational networks
- Stakeholders identified as having an interest in animal care and management who have registered for Skills Impact's database
- Participants from previous ACM projects
- Relevant industry employers/employees
- Stakeholders identified by ITABs in each state and the CMM
- Employers/stakeholders identified by RTOs.

3.2 Strategies for engaging stakeholders

Consultation activities included:

- A project page was set up on the Skills Impact website for each project containing information about the project together with progress updates:
 - Trainers of Assistance Dogs webpage - <https://www.skillsimpact.com.au/animal-care/training-package-projects/trainers-of-assistance-dogs-project/>
 - Companion Animal Incident Management webpage - <https://www.skillsimpact.com.au/animal-care/training-package-projects/small-companion-animal-incident-management-project/>
- Stakeholders identified as potentially having an interest in the project were contacted via phone or email at the start of the project in July/August 2021. These stakeholders were kept informed throughout project development
- News articles and stories in Skills Impact newsletters throughout the project. These were distributed to the Skills Impact database of subscribers and on the Skills Impact website as news articles and were shared on the Skills Impact Twitter and LinkedIn accounts.
- Monthly emails and newsletters were sent to State and Territory Training Authorities (STA/TTA), VET regulators, Industry Training Advisory Bodies (ITABs) and other stakeholders to keep them informed of the project's progress
- Messaging about project in external publications:
 - Australian Disability Clearinghouse on Education and Training - October 2021 (for Trainers of Assistance Dogs project)
 - Velg VET News - October 2021 (for both projects)
- IRC members were updated throughout the project and in turn, they informed their industry networks
- An SMEWG was created to provide input, advice and feedback throughout all stages of development, including sourcing additional stakeholders
- Functional analysis workshops held with SMEWG for each project, with additional SMEWG workshops held during validation phase
- SMEWG and key contributors were invited to view initial drafts and feedback prior to first draft consultation
- First draft consultation included: drafts available via feedback hub and webinars
- Validation consultation included: drafts available via feedback hub and online workshops
- A consultation webinar was held for each project with stakeholders interested in discussing training delivery and assessment of the draft skills standards
- Multiple additional consultation meetings and phone calls held with stakeholders to discuss specific feedback and address concerns throughout the project
- Feedback continued to be sought throughout the project. Interested stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts were made available; the project webpage link connected to the feedback hub, emails with drafts attached were sent, follow up emails and phone calls made.

Note: Face-to-face consultation workshops and site visits did not take place due to Covid-19 restrictions in place throughout this project's lifecycle.

3.3 Participation by different types of stakeholders

Both projects

Every effort was made to ensure that as many stakeholders as possible were informed about the projects. Stakeholders included:

- Employers
- Professional associations
- Industry groups
- Expert individuals and groups (Australian and international)
- RTO managers and staff
- State and Territory Training Authorities / ITABs and CMM

Initially, stakeholders were contacted by phone or email to invite them to contribute to the project either by providing expert advice or attending webinars and sharing project information. Stakeholders were contacted again throughout the project and invited to provide feedback on draft components, either by reviewing drafts sent by email or by reviewing components uploaded to the Skills Impact project page. This method ensured that stakeholders from rural, regional and remote areas, from all states and territories could participate.

The public consultation timelines were extended in consideration of stakeholders who may have been impacted by COVID-19 during the project period.

Trainers of Assistance Dogs

The role of assistance dogs in society is growing in recognition and assistance dog training services are available throughout Australia, hence the widespread support for this niche project. The consultation process incorporated assistance dog trainers and veterinarians across states and territories.

Stakeholders engaged during the project are highlighted in the matrix below, with a full list of all engaged stakeholders available in **Attachment C**.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)									
Government department									
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies									
Registered Training Organisations (RTO)									
Regulators	Not applicable								
State and Territory Training Authorities (STAs)									
Training Boards/Other									
Unions	Not applicable								

Note: Stakeholders of all types were contacted in each jurisdiction to both inform them of the project and to encourage them to be involved.

Companion Animal Incident Management

The consultation process for this project incorporated broad participation, including emergency services, local government and community stakeholders, as well as training providers across states and territories.

Consultation with stakeholders from rural, regional and remote locations provided a great opportunity to meet specific community needs that relate to living in remote or small communities. These stakeholders noted that

this project's newly created units are greatly needed because they address the skills and knowledge required to coordinate activities and communicate effectively in small, self-reliant communities.

Stakeholders engaged during the project are highlighted in the matrix below, with a full list of all engaged stakeholders available in **Attachment C**.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)									
Government department									
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies									
Registered Training Organisations (RTO)									
Regulators	Not applicable								
State and Territory Training Authorities (STAs)									
Training Boards/Other									
Unions	Not applicable								

Note: Stakeholders of all types were contacted in each jurisdiction to both inform them of the project and to encourage them to be involved.

4. Evidence of industry support

4.1 Industry support

The Industry Engagement Manager together with members of the project team went to a lot of effort contacting employers, industry associations and training providers early in the project planning processes. This early undertaking of engagement was to ensure stakeholders were aware of the projects and the potential impact of changes, whilst encouraging them to be involved in whatever way was appropriate to their current situation.

Industry representatives were involved at all stages of this project:

- Assistance dog trainers and registered training providers provided extensive feedback at all stages of this project, especially during pre-workshop consultation, and again later during workshops and validation. The process was very collaborative, and feedback was discussed and adopted. Stakeholders tended to agree on almost all points.
- A broad range of stakeholders contributed to the Companion Animal Incident Management project, from emergency service workers, to RSPCA, local governments and training providers. Stakeholders were also based in various locations across the country, with great involvement from those living in rural/remote area areas. These stakeholders were very supportive of all the units developed with particular reference to:
 - *ACMAIM311 Communicate with companion animal owners about incident management processes, and*
 - *ACMAIM405 Determine database information requirements for companion animal evacuation processes and facilities.*

During the validation phase, stakeholders were invited to provide feedback and to show their support for each of the training components via the online validation hub with alternative options to communicate their support or concerns via email or telephone. All components in the projects were checked, discussed and finally validated with stakeholder support.

Extent of consultation and support for the proposed changes:

- **Trainers of Assistance Dogs:**
 - 80 stakeholders were contacted and invited to be involved
 - 55 people provided feedback throughout the project, including:
 - 34 people representing employers
 - 7 representing state and national based peak bodies
 - 6 representing RTOs
 - 2 representing government departments, and
 - 3 representing universities.
- **Companion Animal Incident Management:**
 - 100 stakeholders were contacted and invited to be involved
 - 41 people provided feedback throughout the project, including:
 - 14 people representing employers
 - 6 representing state and national based peak bodies
 - 5 representing RTOs
 - 6 people representing 3 state government departments, and
 - 6 representing specialist university departments.

4.2 Engagement of States and Territories

- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to keep them informed of the project's progress.
- All public consultation and validation phases included online webinars to allow stakeholders from all states and territories to participate and contribute to the project.
- An extended draft consultation phase of 6 weeks was included, allowing extra time for stakeholders to consider and review the new components.

4.3 Mitigation strategies

Impact to the industry and users of the *ACM Animal Care and Management Training Package* is considered low as all components in this case for endorsement are new.

To inform and prepare stakeholders for the addition of new units of competency developed during this project, the following has been discussed:

- New units of competency have been inserted into the elective banks of relevant qualifications which will result in a new code being applied to those updated qualifications. This impact to RTOs has been communicated throughout the projects process.
- Consultation webinars specifically addressing training and delivery needs for RTOs were held for both projects.

The Companion Volume Implementation Guides Part 1 and Part 2 for ACM version 6 have been updated to include current:

- Training pathways
- Occupational outcomes of qualifications
- Training package delivery and assessment advice
- Access and equity considerations
- Resources and equipment requirements
- Mapping information.

User Guides for each project have been developed to support the newly created units of competency. They provide advice for the implementation of the new units, including clarification of terminology used both in the industry and the units.

- A Trainers of Assistance Dogs User Guide (for the Trainers of Assistance Dogs project) has been newly developed.
- The Animal Incident Management User Guide (for the Companion Animal Incident Management project) has been updated to include information for animals of all sizes (previously only addressed incidents involving large animals).

4.4 Letters of industry support

Nine letters of support have been received, including 4 from employers, 2 from peak bodies and 1 from a state government departments. Letters can be found in **Attachment G**. Support has been provided by the following organisations:

Name	Organisation	Stakeholder Group	Project
Ken Innes	Assistance Dogs Australia	Employer	Trainers of Assistance Dogs
Melinda Bowden	Guide Dogs NSW/ACT	Employer	Trainers of Assistance Dogs
Tiffani Howell	La Trobe University	Other (universities)	Trainers of Assistance Dogs
Adele Lindley	PADS - Personal Assistance Dog Solutions	Employer	Companion Animal Incident Management
David King	Animal Emergency Incident Management Network (Australia & New Zealand)	Employer	Companion Animal Incident Management
Julie Fiedler	Self Employed	Other/IRC	Companion Animal Incident Management
Lily Sakulovska	Animal Welfare Victoria - Department of Jobs, Precincts and Regions	State Government	Companion Animal Incident Management
Nell Thompson	Australian Institute of Animal Management	Peak Body	Companion Animal Incident Management
Nell Thompson	G2Z - Getting 2 Zero	Peak Body	Companion Animal Incident Management

5. Dissenting views

5.1 Dissenting views/issues raised

No outstanding issues remain – all issues raised during this project were considered, addressed, and resolved.

5.2 Rationale for approval

Not applicable

6. Reports by exception

No reports by exception.

7. Mandatory Workplace Requirements

There are no Mandatory Workplace Requirements in any of the proposed units in this project. All units must be assessed in a workplace or an environment that reflects a real workplace, and is set up with the appropriate equipment, systems and guiding procedures that reflect an actual workplace.

8. Implementation of the new training packages

8.1 Implementation issues

In general, no implementation issues have been raised by states or territories or any other stakeholders. However, the insertion of new units of competency into qualifications has triggered a code change to four qualifications in the *ACM Animal Care and Management Training Package*, which themselves have been recently reviewed. This has led to multiple updates to these qualifications in a short period of time which can be impactful to RTOs; however, these updates have been communicated throughout the duration of each project to mitigate this impact.

8.2 Potential for traineeship or apprenticeships

Not applicable for these projects. However, the following four qualifications (which have had new units added to their electives) are identified in the current Companion Volume Implementation Guide as potentially being suitable as an apprenticeship/traineeship:

- *ACM30122 Certificate III in Animal Care Services*
- *ACM40122 Certificate IV in Animal Regulation and Management*
- *ACM40222 Certificate IV in Animal Facility Management*
- *ACM40322 Certificate IV in Animal Behaviour and Training.*

8.3 Occupational and licensing requirements

No components have specific occupational and/or licensing requirements.

8.4 Extension to transition period

Not applicable

9. Quality Assurance

<i>The Case for Endorsement meets the following requirements:</i>	
<i>Standards for Training Packages 2012</i>	<input checked="" type="checkbox"/>
<i>Training Package Products Policy</i>	<input checked="" type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input checked="" type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input checked="" type="checkbox"/>
<i>Copies of quality assurance reports are included in Attachment F.</i>	

10. Implementation of the Minister’s priorities in training packages

Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). **Attachment E** also includes the rationale for retaining no and/or low enrolment products when this is the proposal.

Changes to the net number of units and qualifications in the training package

- If the products from both projects are endorsed, the net number of units will increase by 12 (from 265 to 277) and the number of skill sets will increase by 6 (from 28 to 34). The number of qualifications will remain the same (18).

Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:

Trainers of Assistance Dogs

<p>Streamlining/rationalisation of training products</p>	<ul style="list-style-type: none"> • The project developed 5 newly created units of competency. • Best use has been made of cross-industry and cross-sector units in the four Skill Sets developed to prevent duplication of units. • The new units developed are packaged in an existing qualification, thereby making full use of existing training package components to reduce duplication.
<p>Ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</p>	<p>The companion volume Implementation Guide covers key industry expectations about the units and Skill Sets developed in this project and information beyond this project including:</p> <ul style="list-style-type: none"> • qualifications suitable for vocational education and training delivered to secondary students • qualifications suitable for delivery as apprenticeships or traineeships • amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge • key legislative requirements • essential knowledge requirements. <p>The Trainers of Assistance Dogs User Guide provides additional information to assist RTOs with delivery, including:</p> <ul style="list-style-type: none"> • human bond with dogs • animal welfare and the 5 types of enrichment • types of assistance dogs • legislation relevant to assistance dogs (including the NDIS and dog public access training) • associative and non-associative learning • choosing and assistance dog • owner/handler expectations about the assistive support of a dog and contingency planning • assistance dog training details • feeding dogs • dog training equipment • organisational links.
<p>Ensure the training system better supports individuals to move more easily between related occupations</p>	<ul style="list-style-type: none"> • The units of competency developed will provide opportunities for individuals to move more easily between occupations that entail assisting people with disabilities and training dogs. • The units developed have been packaged in an elective stream in the following qualification <i>ACM40322 Certificate IV in Animal Behaviour and Training</i>. The packaging rules, qualification framework, and pathways support movement within and across sectors in the Animal Care and Management Training Package. The new units have addressed the skills and knowledge required

	for assistance dog training and added flexible training options to the above-mentioned qualification.
Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	<ul style="list-style-type: none"> Four of the units developed have no prerequisite requirements and can be utilised by other industry sectors. <i>ACMADT403 Train dogs using operant and classical conditioning techniques</i> may apply to general dog training (i.e., not just for assistance dogs) and is a prerequisite for <i>ACMADT501 Plan and conduct assistance dog training in specific and complex tasks</i>. This was agreed to by all stakeholders given that a basic level of dog training is required before dogs are trained in specific and complex tasks.
Foster greater recognition of skill sets and work with industry to support their implementation	<p>The project developed two new Skill Sets to meet industry needs:</p> <ul style="list-style-type: none"> <i>ACMSS00046 Assistance Dog Introduction Skill Set</i> has been created to introduce an assistance dog to a handler. <i>ACMSS00047 Assistance Dog Handler Team Training Skill Set</i> has been created to provide potential dog handlers with the skills and knowledge to train an assistance dog. These Skill Sets create pathways to formally recognise the existing skills of workers, without having to complete a full qualification. <p>The project development process was cognisant of reducing duplication. An existing unit from CHC Community Services Training Package has been used in <i>ACMSS00047 Assistance Dog Handler Team Training Skill Set</i>.</p>

Companion Animal Incident Management

Streamlining/rationalisation of training products	<ul style="list-style-type: none"> The project developed 7 newly created units of competency and revised 1 unit. Best use has been made of cross-industry and cross-sector units in the four Skill Sets developed to prevent duplication of units. The new and revised units developed are packaged in existing qualifications, thereby making full use of existing training package components to reduce duplication.
Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	<p>The companion volume Implementation Guide covers key industry expectations about the units and Skill Sets developed in this project and information beyond this project, including:</p> <ul style="list-style-type: none"> qualifications suitable for vocational education and training delivered to secondary students qualifications suitable for delivery as apprenticeships or traineeships amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge key legislative requirements essential knowledge requirements. <p>The Animal Incident Management User Guide provides additional information to assist RTOs with delivery, including:</p> <ul style="list-style-type: none"> risk management in training and assessment activities additional requirements for trainers and assessors industry terminology and recommended resources legislative and regulatory requirements advice on selecting appropriate general electives for each skill set.
Ensure the training system better supports individuals to move more easily between related occupations	<ul style="list-style-type: none"> The units of competency developed and revised will provide more opportunities for individuals to move between and gain recognition between related occupations in animal care, emergency services and local community services.


	<ul style="list-style-type: none"> The units developed and revised have been packaged as electives in the following qualifications: <ul style="list-style-type: none"> <i>ACM30122 Certificate III in Animal Care Services</i> <i>ACM40122 Certificate IV in Animal Regulation and Management</i> <i>ACM40222 Certificate IV in Animal and Facility Management.</i> The packaging rules, qualifications framework, and pathways support movement within and across sectors in the Animal Care and Management Training Package. The new units have addressed the skills and knowledge required for companion animal incident management and added flexible training options to the above-mentioned qualifications.
<p>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</p>	<ul style="list-style-type: none"> The units developed and revised have no prerequisite requirements and can be utilised by many industry sectors, including animal care, local government, community services and emergency services.
<p>Foster greater recognition of skill sets and work with industry to support their implementation</p>	<p>The project developed four new Skill Sets to meet industry needs:</p> <ul style="list-style-type: none"> <i>ACMSS00042 Companion Animal Incident Management Planner Skill Set</i> has been created to address high level companion animal incident planning requirements. <i>ACMSS00043 Community Companion Animal Incident Management Awareness Campaign Officer Skill Set</i> has been created to address campaign planning to raise awareness about companion animal rescue and management in the case of an incident. <i>ACMSS00044 Companion Animal Incident Management Team Leader Skill Set</i>, has been created for team leaders to address activity requirements during an incident. <i>ACMSS00045 Companion Animal Incident Management Worker Skill Set</i>, has been created as an induction for workers and organisational volunteers to address activity requirements during an incident All these Skill Sets create pathways to formally recognise the existing skills of workers, without having to complete a full qualification. <p>The project development process was cognisant of reducing duplication. Existing units have been used in the Skills Sets and <i>ACMAIM313 Carry out casualty and post-rescue management of animals</i> was revised to apply to all animals, not just 'large animals' which is the case in both the Performance Evidence and Knowledge Evidence of the current unit.</p>

11. A link to the full content of the proposed training package component(s)

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

A link to the training package components proposed for endorsement is included [here](#).

This Case for Endorsement was agreed to by the ACM Animal Care and Management IRC

Name of Chair	Dr Julia Crawford
Signature of Chair	
Date	Tuesday 19 April 2022

DRAFT

Attachment A: Training products submitted for approval

Please set out in the tables below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Components developed during this project for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Qualifications				
ACM30122	Certificate III in Animal Care Services	Updated	Equivalent	New units added as electives in Group D - General Electives
ACM40122	Certificate IV in Animal Regulation and Management	Updated	Equivalent	New units added as electives in Group E
ACM40222	Certificate IV in Animal Facility Management	Updated	Equivalent	New units added to elective Group C Superseded unit codes updated
ACM40322	Certificate IV in Animal Behaviour and Training	Updated	Not equivalent	New units added to a new elective group - Group E Assistance dog Packaging rules for Assistance dog training specialisation added Superseded unit codes updated Prerequisite requirements and associated table corrected
Units of competency				
ACMADT301	Select appropriate equipment for an assistance dog and handler	New	Not applicable	Newly created
ACMADT401	Assess prospective handler's suitability for an assistance dog	New	Not applicable	Newly created
ACMADT402	Instruct handlers with disability to train assistance dogs	New	Not applicable	Newly created

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
ACMADT403	Train dogs using operant and classical conditioning techniques	New	Not applicable	Newly created
ACMADT501	Plan and conduct assistance dog training in specific and complex tasks	New	Not applicable	Newly created
ACMAIM204	Participate in companion animal rescue	New	Not applicable	Newly created
ACMAIM311	Communicate with companion animal owners about incident management processes	New	Not applicable	Newly created
ACMAIM312	Perform companion animal rescue	New	Not applicable	Newly created
ACMAIM405	Determine database information requirements for companion animal evacuation processes and facilities	New	Not applicable	Newly created
ACMAIM406	Conduct a companion animal incident awareness campaign	New	Not applicable	Newly created
ACMAIM501	Develop a plan for the rescue of companion animals during major incidents	New	Not applicable	Newly created
ACMAIM502	Prepare plans to set up a companion animal evacuation facility	New	Not applicable	Newly created
ACMAIM313	Carry out casualty and post-rescue management of animals	Updated	Equivalent	Removed reference to "large" animals in the Application, Element 2 and the Assessment Conditions to clarify that this unit is also relevant to companion animals. Deleted specific provisions for care that only apply to large animals from Knowledge Evidence.

Components developed during this project that are not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Skill Sets				
ACMSS00042	Companion Animal Incident Management Planner Skill Set	New	Not applicable	Newly created
ACMSS00043	Community Companion Animal Incident Management Awareness Campaign Officer Skill Set	New	Not applicable	Newly created
ACMSS00044	Companion Animal Incident Management Team Leader Skill Set	New	Not applicable	Newly created
ACMSS00045	Companion Animal Incident Management Worker Skill Set	New	Not applicable	Newly created
ACMSS00046	Assistance Dog Introduction Skill Set	New	Not applicable	Newly created
ACMSS00047	Assistance Dog Handler Team Training Skill Set	New	Not applicable	Newly created

Attachment B: How qualification updates support job roles

No qualifications have been reviewed as part of this project. Four qualifications, *ACM30122 Certificate III in Animal Care Services*, *ACM40122 Certificate IV in Animal Regulation and Management*, *ACM40222 Certificate IV in Animal Facility Management* and *ACM40322 Certificate IV in Animal Behaviour and Training* have only been consulted on regarding their suitability to include the new units of competency in their elective banks, with *ACM40322 Certificate IV in Animal Behaviour and Training* having a specialisation added to it for Trainers of Assistance Dogs.

The new units of competency and skill sets developed as part of these projects relate to the following job roles:

- Trainers of Assistance Dogs:
 - dog trainer
 - assistance dog handler instructor (including potentially assessing prospective handler's suitability for an assistance dog)
- Companion Animal Incident Management:
 - planners: managers, safety officers (councils/emergency services)
 - campaign awareness/communication officers (councils/emergency services)
 - incident team leaders: employees (emergency services or other), participants organisational volunteers, safety officers, specialists.

Attachment C: Stakeholder consultation

Trainers of Assistance Dogs

The below lists stakeholders that actively participated in stakeholder consultation for the project

Note: 80 stakeholders were contacted to inform them of the project and encourage their involvement.

Name	Organisation	Title	Industry	Representation Type	State
Adele Lindley	PADS-Personal Assistance Dog Solutions	Proprietor	Assistance Dogs	Employer	NSW
Alberto Alvarez-Campos	Assistance Dogs Australia	General Manager, Operations	Assistance Dogs	Employer	NSW, National
Alyssia Coates	Grumpy Goat Co Tasmania	Owner	Assistance Animals	Employer	TAS
Amanda Hayward	Pets Education Training Support	Dog trainer	Assistance Dogs	Employer	NSW
Brenton Myatt	Animal Magic Holdings Pty Ltd	CEO	Animal Care Services	Employer	QLD
Claire Dickson	Assistance Dogs Australia	Occupational Therapist	Assistance Dogs	Employer	NSW, National
Claire Williams	CLW Consulting	Trainer/Assessor	Assistance Dogs	Employer	NSW
Craig Murray	Empower Dogs	Assistance & Hearing Dog Trainer	Assistance Dogs	Employer	QLD
Dennis Wormald	ABAdog; Delta Society	Expert Advisory Committee Member	Assistance Dogs	Employer	VIC
Diane Petersen	Both Ends of the Leash	Founder	Assistance Dogs	Employer	QLD
Emelia Wilmot	Paws for Assistance	Assistance Dog Trainer / business owner.	Assistance Dogs	Employer	VIC
Erin Williams	Livestock Guardian Dogs Australia	Founder	Assistance Dogs	Employer	NSW
Gayl O'grady	MindDog	Head Assessor and Trainer	Assistance Dogs	Employer	NSW
Grace Watt	Graceful Dog Training	Trainer	Dog Training Services	Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
Hannah Taino-Spick	Good Dog AAI	Owner	Assistance Dogs	Employer	NT
Hans Van Heesbeen	K9Coach	Director	Assistance Dogs	Employer	VIC
Ian Sumpter	RSPCA VIC	Operations Manager	Education and Animal Welfare	Employer	VIC
Jessica Torrance	Assistance K9	Trainer and assessor	Assistance Dogs	Employer	VIC
Karen Atkins	Helping Paws Service Dog Training	Founder and Dog Trainer	Assistance Dogs	Employer	TAS
Kathy Reidy	Petucation	Owner, Consultant to animal services industry	Assistance Dogs	Employer	NSW
Kaye Hargreaves	Wagging School	Founder	Dog training Services	Employer	VIC
Ken Innes	Assistance Dogs Australia	Senior Assistance Dog Instructor	Assistance Dogs	Employer	NSW, National
Kylie Gersh	Vision Australia	Instructor, National Programs	Assistance Dogs	Employer	VIC, National
Lee Buckingham	GUIDE DOGS QLD	General Manager	Assistance Dogs	Employer	QLD
Lisa Robinson	Paws for Assistance	Founder	Assistance Dogs	Employer	VIC
Marc Lyell	GUIDE DOGS QLD	Senior GDMI and Cadet Educator	Assistance Dogs	Employer	QLD
Marea Fox	Dog First Aid Tasmania	Owner	Dog First Aid training	Employer	TAS
Melinda Bowden	Guide Dogs NSW/ACT	Dog Supply & Training Manager	Assistance Dogs	Employer	NSW
Rachael James	Kong Company	Marketing and Communications Coordinator	Animal Care Services	Employer	VIC, National
Rocio Lobos	Assistance Dogs Australia	Assistance Dog Instructor	Assistance Dogs	Employer	NSW, National
Sam Nix	Guide, hearing and assistance dogs (GHAD)	Principal Advisor	Assistance dogs	Employer	QLD
Samantha O'keeffe	Guide Dogs NSW/ACT	Therapy Dog Program Coordinator	Assistance Dogs	Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
Tracey Murray	Empower Dogs	CEO & Assistance Dog Trainer	Assistance Dogs	Employer	QLD
Trina Morris	Care Dogs & Co.; MindDog	Head Trainer and Assessor; Employee	Assistance Dogs	Employer	TAS
Janine Sigley	Story Dogs; Animal Therapies Ltd	Managing Director; Member	Assistance Dogs	Employer; Peak body	NSW
Dr Susan Hazel	University of Adelaide	Program Coordinator BSc Animal Behaviour	Assistance Dogs / Research	Other	SA
Pauleen Bennett	La Trobe University	Professor and Head of Department of Psychology and Counselling	Assistance Dogs / Research	Other	VIC
Lauren McMaster	Veterinary Clinic	Veterinary Nurse	Veterinary Services	Other	
Dr Tiffani Howell	La Trobe University; Animal Therapies Ltd	Senior Research Fellow; Member	Assistance Dogs / Research	Other; Peak body	VIC
Debra Millikan	Pet Professional Accreditation Board	Professional Canine Behaviour Consultant - Accredited	Canine Behaviour consulting	Peak body	SA, National
Diana Rayment	Greyhound Racing Victoria	Consultant & Trainer	Veterinary Services	Peak body	VIC
Kaylene Dore	Assistance Dogs in Training Australia (ADiTA)	Resource and Policy Development Officer	Assistance Dogs	Peak body	NSW, National
Rod Morris	Queensland Farmers' Federation	Industry Skills Advisor	Advisory Services	Peak body	QLD
Wendy Coombe	Animal Therapies Ltd	Founder	Assistance Dogs	Peak body	QLD, National
Anne Wiltshire	Melbourne Polytechnic	PICMM	Education	RTO	VIC
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	Education	RTO	VIC
Christine Sercombe	TAFE NSW	Industry Relationship Lead	Education	RTO	NSW
Jenny Turton	Gordon Institute of TAFE (Vic)	Teacher in Animal Studies and Veterinary Nursing	Education	RTO	VIC
Maree McGlynn	Gordon Institute of TAFE (Vic)	Animal studies facilitator / Teacher	Education	RTO	VIC
Melinda Farrell	Delta Institute	Chief Executive Officer	Assistance Dogs	RTO	NSW

Name	Organisation	Title	Industry	Representation Type	State
Samantha Nix	Guide, hearing and assistance dogs (GHAD)	Principal Advisor	Assistance Dogs	State gov	QLD
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Education	State gov	WA
Neda Aleksic	Industry Skills Advisory Council, NT ISACNT	Workforce and Skills Team	Advisory Services	Training boards	NT
Paul Etheredge	Food, Fibre & Timber Industries Training Council WA	Industry Consultant	Advisory Services	Training boards	WA

Summary of Feedback by Stakeholder type

General feedback from various stakeholders was provided throughout the duration of the project and actions were taken to address this feedback. Some specific feedback has been provided below, however please note that in general, stakeholders were in agreement with each other, and the comments below apply across all stakeholder types.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	Terminology regarding dog wellbeing or dog work/life balance or enrichment. There was a lot of debate on what terms to use.	Within the units we have referred to 'dogs' health, condition and physical, emotional, mental health needs.' And language is used to denote that a dog's welfare needs are of paramount importance.
Peak Industry Bodies	Terminology regarding dog wellbeing or dog work/life balance or enrichment. There was a lot of debate on what terms to use.	Within the units we have referred to 'dogs' health, condition and physical, emotional, mental health needs.' And language is used to denote that a dog's welfare needs are of paramount importance.
Employers (Non-IRC)	<p>Initially there was a proposal to develop one unit to train assistance dogs for people with physical disabilities and another to train assistance dogs for people with mental health issues. Several employers felt this was inappropriate because human disability categories are broader than physical and mental.</p> <p>Requirement of a specialised stream in a qualification.</p> <p>Which terms to use: 'coach' or 'instruct' handlers? 'Train' or 'coach dogs'</p>	<p>One unit was developed that applied to 'handlers with disability': <i>ACMADT402 Instruct handlers with disability to train assistance dogs.</i></p> <p>Knowledge evidence addresses 'awareness of human disability or disorders that may benefit from dog assistive intervention, including:</p> <ul style="list-style-type: none"> physical, sensory, mental health, neurological, including neurodegenerative and developmental' <p>Assistance dog training specialised stream created in <i>ACM40322 Certificate IV in Animal Behaviour and Training.</i></p> <p>Within the units, terminology agreed on and used is 'instructing handlers' and 'training dogs'.</p>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<p>Terminology regarding dog wellbeing or dog work/life balance or enrichment. There was a lot of debate on what terms to use.</p> <p>Ensure that candidates undertaking ACMSS000X5 were not under the impression that this Skill Set qualifies them to instruct Assistance Dog handlers.</p> <p>Discussion on whether ACMADT5X1 Plan and conduct assistance dog training in specific and complex tasks requires a prerequisite unit.</p> <p>PPE requirement – some employers felt that wearing closed shoes was a PPE requirement, others didn't. Most stated that PPE was not required in dog training.</p> <p>Reference to public access training for dogs in relevant units without making it a Performance Evidence requirement because some assistance dogs provide other types of assistive support (not in public access).</p> <p>Wording in Performance Evidence was broadly debated to ensure that handlers and their assistance dogs are treated as a team.</p> <p>Initially employers noted that there was too much information about dogs' olfactory capability in Performance Criteria and Knowledge Evidence, which was not necessary.</p> <p>ACMADT3X1 Select appropriate equipment for an assistance dog and handler initially did not address trialling the equipment.</p> <p>In ACMADT4X1 Assess prospective handler's suitability for an assistance dog reference to health care professional referral was requested. In this unit</p>	<p>Within the units we have referred to 'dogs' health, condition and physical, emotional, mental health needs.' And language is used to denote that a dog's welfare needs are of paramount importance.</p> <p>Added the following statement in the pathway information of this Skill Set: 'Given that this is an introductory Skill Set, its successful completion does not qualify a candidate to instruct Assistance Dog handlers.'</p> <p>Employers agreed that ACMADT403 should be a prerequisite to ACMADT501, given that to undertake specific and complex tasks, dogs required to have mastered operant and classical conditioning techniques.</p> <p>PPE is referenced in the Knowledge Evidence in the relevant units (ACMADT402, 403, 501) under 'equipment that may be used in assistance dog training' as 'PPE if required'</p> <p>Public access is referred to in Knowledge Evidence in relevant units (ACMADT301, 401,402, 403, 501) as 'regulation that applies to public access'.</p> <p>Terminology in Performance Evidence (where relevant) denotes teamwork, e.g., in ACMADT402, the Performance Evidence refers to 'instructed two different handler/prospective assistance dog teams'</p> <p>Reference to dogs' olfactory perception is now only referred to in Knowledge Evidence under 'dog training/learning styles' in relevant in ACMADT4X4, and 'relevant dog physiology' in ACMADT403 and 501.</p> <p>An element was added on trialling the use of equipment and the Knowledge Evidence of this unit includes desensitizing and socialising equipment as well a list of suitable equipment.</p> <p>Performance Criteria 1.1 addresses professional care referral.</p>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<p>employers requested increased emphasis on whether a prospective handler could care for an assistance dog.</p> <p>Employers requested reference to Least intrusive effective behaviour intervention (LIEBI) and Least Intrusive, Minimally Aversive (LIMA) methods in Knowledge Evidence of ACMADT5X1 to draw attention to the scientific information on animal training.</p>	<p>Element 3 refers to and prospective handlers' ability to care for an assistance dog.</p> <p>Knowledge Evidence in ACMADT501 refers to Least intrusive effective behaviour intervention (LIEBI) and Least Intrusive, Minimally Aversive (LIMA) methods.</p> <p>Further explanation of these methods is in the Trainers of Assistance Dogs User Guide.</p>
Regulators	Not applicable	
Registered Training Organisations (RTOs)	This stakeholder type was kept informed throughout the project - issues raised by Employers (above) was echoed by RTOs.	Please refer to Employers' entry above
Training Boards/Other	This stakeholder type was kept informed throughout the project - issues raised by Employers (above) was echoed by Training Boards.	Please refer to Employers' entry above
State and Territory Training Authorities (STAs)	<p>Do not reference specific legislation, such as the Disability Discrimination Act (DDA) and the requirements of the National Disability Insurance Agency (NDIA) in the units.</p> <p>Some employers discussed including NDIS requirements in relevant units, but all agreed that a specific unit on NDIS was not required.</p> <p>Foundation skills – advice to include 'Oral communication' as this was not felt to be 'explicit' in the Performance Criteria of the units.</p>	<p>Specific legislation is not in the units. Relevant legislation is in the Trainer of Assistance Dogs User Guide.</p> <p>'Oral communication' has been included in all units' Foundation Skills.</p>
Unions	Not applicable	

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Dog breeds	Many dog breeds may be suitable to be assistance dogs.	Inclusion of the following phrase in the Knowledge Evidence of relevant units (ACMADT401, 402, 403 and 501): 'dog breeds or breed types and associated characteristics and temperaments that make them desirable as assistance dogs'.
Terminology	Many dog training guides refer to 'commands' for dogs.	All language used is appropriate for current day practice which focusses heavily on the welfare of dogs. Terms such as 'verbal and visual cues' are used instead of 'commands'.

Companion Animal Incident Management

The below lists stakeholders that actively participated in stakeholder consultation for the project

Note: 100 stakeholders were contacted to inform them of the project and encourage their involvement.

Name	Organisation	Title	Industry	Representation Type	State
Adele Lindley	PADS-Personal Assistance Dog Solutions	Proprietor	Animal Management / Assistance Dogs	Employer	NSW
Andrea Lewis	RSPCA SA	Chief Inspector (SA)	Animal Management / Animal Welfare	Employer	SA
Andrew Biggs	Hanrob Pet Hotels	CEO	Animal Care Services	Employer	NSW
Dr Anne Buchmann	NSW State Emergency Service - Hawkesbury Unit	Emotions in Emergency Preparedness and Evacuation -	Animal Management	Employer	NSW
Belinda Marchbank	RSPCA VIC	Education & Training Manager	Animal Management / Animal Welfare	Employer	VIC
Dr Bronwen Bollaert	Healthy Pet Behaviour Services; Delta Society	Veterinarian; Board Member	Veterinary Services / Animal Behaviour	Employer	QLD
David King	NSW State Emergency Service - Hawkesbury Unit	Deputy Unit Commander	Emergency Services	Employer	NSW
Erin Williams	Livestock Guardian Dogs Australia	Owner/Operator	Animal Welfare Services	Employer	NSW
Gayl O'Grady	MindDog	Head trainer and Assessor	Dog Training Services	Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
Glen Cooke	Pet Resorts Australia	General Manager	Animal Care Services	Employer	NSW
Graham Thompson	RAVPHS - Remote Australia Veterinary & Public Health Service	Principal	Animal Emergency Management	Employer	QLD
Ian Sumpter	RSPCA VIC	Operations Manager	Education and Animal Welfare	Employer	VIC
Lauren Paterson	RSPCA VIC	Operations Support Coordinator	Veterinary Services	Employer	VIC
Dr Emma Davis	Global Veterinary Solutions Pty. Ltd; Australian Veterinary Association (AVA)	Veterinary Policy & Project Officer - Animal Biosecurity	Veterinary Services	Employer; Peak body	NSW
Julie Fiedler	Self Employed	Consultant - Equine Industry	Equine Industry	Other / IRC representative	VIC
Carolyn Cluderay	University of Queensland	Academic and trainer	Education	Other	QLD
Erica Honey	Murdoch University	Project Management	Research	Other	WA
Prof Josh Slater	University of Melbourne	Head of the Department of Veterinary Clinical Science	Veterinary Services	Other	VIC
Dr Mel Taylor	Macquarie University	Honorary Associate Professor/Partner	Research	Other	NSW
A/Prof Stephen Glassey	Central Queensland University	Associate Professor of Disaster Management	Animal Emergency Services	Other	QLD
Dr Yetta Gurtner	James Cook University	Lecturer and researcher with the Centre for Disaster Studies	Research	Other	QLD
Jasmine Feeney	Veterinary Nurses Council of Australia (VNCA)	Member	Veterinary Services	Peak body	NSW, National
John Parkinson	Pet Industry Association of Australia (PIAA)	Memberships	Animal Care Services	Peak body	NSW
Robert Johnson	Australian Veterinary Association (AVA)	Member of the Management Committee	Veterinary Services	Peak body	NSW
Dr Julia Crawford	Australian Veterinary Association (AVA);	President; Employee	Veterinary Services	Peak body; Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
	Bondi Junction Veterinary Hospital				
Dr Bonny Cumming	Animal Management in Rural and Remote Indigenous Communities (AMRRIC)	Program Manager - Strategic Delivery	Animal Management Services	Peak body	NT
Nell Thompson	Australian Institute of Animal Management (AIAM); Getting to Zero (G2Z)	Coordinator and Secretary; Board Member	Animal Management Services	Peak body; Peak body	VIC, National
Anne Wiltshire	Melbourne Polytechnic	PICMM	Education	RTO	VIC
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	Education	RTO	VIC
Deahnn Johnson	Australian College of Applied Animal Studies	Training Co-ordinator	Veterinary Services / Education	RTO	VIC
Diana Fisher	South Regional TAFE (WA)	Strategic Partnership Directorate	Education	RTO	WA
Wesley Jones	Pet Professionals Australia	National Education Manager	Education	RTO	NSW, National
Brett Hopley	Department of Primary Industries and Regional Development WA	State Animal Welfare in Emergencies Coordinator	Emergency Services	State gov	WA
Dr Tracey Marsden	Department of Jobs, Precincts and Regions VIC	Director Pets and Animal Welfare Animal Welfare Victoria	Animal Welfare Services	State gov	VIC
Helen Schaefer	Department of Primary Industries NSW	Bushfire Recovery Program Leader (Animal Welfare)	Emergency Services	State gov	NSW
Kim Filmer	Department of Primary Industries NSW	Chief Animal Welfare Officer	Animal Welfare Services	State gov	NSW
Lily Sakulovska	Department of Jobs, Precincts and Regions VIC	Senior Project Officer Pets and Animal Welfare Animal Welfare Victoria	Animal Welfare Services	State gov	VIC
Sally Fensling	Department of Jobs, Precincts and Regions VIC	Executive Director, Animal Welfare Victoria	Animal Welfare Services	State gov	VIC
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Education	State gov	WA

Name	Organisation	Title	Industry	Representation Type	State
Chahli McGuffie	Industry Skills Advisory Council, NT ISACNT	WSO	Advisory Services	Training boards	NT
Neda Aleksic	Industry Skills Advisory Council, NT ISACNT	Workforce and Skills Team	Advisory Services	Training boards	NT
Paul Etheredge	Food, Fibre & Timber Industries Training Council WA	Industry Consultant	Advisory Services	Training boards	WA

Summary of Feedback by Stakeholder type

General feedback from various stakeholders was provided throughout the duration of the project and actions were taken to address this feedback. Some specific feedback has been provided below, however please note that in general, stakeholders were in agreement with each other, and the comments below apply across all stakeholder types.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	<p>Reviewing ACMAIM305X Carry out casualty and post-rescue management of animals</p> <p>Adding research component to ACMAIM5X1 Develop a plan for the rescue of companion animals during major incidents so as to address the skills required to access existing information.</p> <p>Adding a plan trialling Element to ACMAIM5X1</p> <p>In Assessment Conditions 'companion animals' were referenced under 'resources, equipment and materials'. The IRC member noted that in soon to be introduced legislation, the legal status of animals has changed from property to 'sentient beings' in their own intrinsic value.</p>	<p>ACMAIM313 Carry out casualty and post-rescue management of animals has been revised to refer to 'all animals' in the Performance Criteria and Knowledge evidence (i.e., not just 'large animals').</p> <p>These requirements were added to this unit.</p> <p>In relevant units 'companion animals' is now listed under 'relationships'.</p>
Peak Industry Bodies	<p>Emergency services industry representatives asked for Australasian Inter-service Incident Management System (AIIMS) principles to be incorporated in the following units:</p>	<p>Adopted, as per suggestion.</p>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<p>ACMAIM2X1 Participate in companion animal rescue ACMAIM3X1 Perform companion animal rescue ACMAIM5X1 Develop a plan for the rescue of companion animals during major incidents ACMAIM5X2 Prepare plans to set up a companion animal evacuation facility</p> <p>Emergency services industry representatives asked that a suitable Public Safety unit be included in the following Skill Sets: ACMSS000X1 Companion Animal Incident Management Planner Skill Set ACMSS000X3 Companion Animal Incident Management Team Leader Skill Set</p> <p>Terminology - in the first draft, the units referred to 'small companion animals' but emergency services representatives noted that legislation does not distinguish between the size of animals.</p>	<p><i>PUAOP012 Control a Level 1 incident</i> has been included in <i>ACMSS000044 Companion animal Incident Management Team Leader Skill Set</i>.</p> <p><i>PUAEMR001 Establish context for emergency risk assessment</i> has been included in <i>ACMSS00042 Companion Animal Incident Management Planner Skill Set</i>.</p> <p>'Small companion animals' was amended to 'companion animals' throughout.</p>
Employers (Non-IRC)	<p>Rural and remote area representatives expressed their support for ACMAIM3X1 Communicate with companion animal owners about incident management processes and ACMAIM4X2 Conduct a companion animal incident awareness campaign after emergency services representatives said they were not sure if these units are required. Rural and remote area representatives noted that these units are especially useful in small/remote communities with few resources.</p>	<p>Proceeded with the development of these units.</p>
Regulators	<p>Not applicable</p>	
Registered Training Organisations (RTOs)	<p>This stakeholder type was kept informed throughout the project - issues raised by Peak Industry Bodies and Employers (above) was echoed by RTOs.</p>	
Training Boards/Other	<p>This stakeholder type was kept informed throughout the project - issues raised by Peak Industry Bodies</p>	<p>Not applicable</p>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	and Employers (above) was echoed by Training Boards.	
State and Territory Training Authorities (STAs)	Confirmation that the new units be added to suitable qualifications.	The units have been added to ACM30122 Certificate III in Animal Care Services, ACM40122 Certificate IV in Animal Regulation and Management and ACM40222 Certificate IV in Animal and Facility Management in the elective groups.
Unions	Not applicable	

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Terminology	Animal 'movement' or 'relocation' or 'evacuation' or 'rescue'	All words used in context, but the main word agreed on for unit titles was 'rescue', Emergency services representatives noted that 'rescue' is 'extrication or relocation'.
Terminology	'Major incident' or 'incident' (noting that it could be minor) or 'disaster' or 'emergency'	<p>Emergency services representatives expressed the need to incorporate a variety of incidents but that the following units refer to major incidents:</p> <ul style="list-style-type: none"> • <i>ACMAIM405 Determine database information requirements for companion animal evacuation processes and facilities</i> • <i>ACMAIM501 Develop a plan for the rescue of companion animals during major incidents</i> • <i>ACMAIM502 Prepare plans to set up a companion animal evacuation facility.</i> <p>'Incidents' refer to occurrences that can be resolved by local resources and 'major incidents' refer to occurrences that are likely to entail inter/intra state and possibly international resources. This information is in the units' Knowledge Evidence where appropriate.</p>
Terminology	In the first draft, the units referred to 'small companion animals' but emergency services representatives noted that legislation does not distinguish between the size of animals.	'Small companion animals' was amended to 'companion animals' throughout.

Attachment D: Mandatory Workplace Requirements in Training Products

Not applicable.

Attachment E: No enrolment and low enrolment training products

Not applicable.

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Attachment F: Quality assurance reports

Independent Quality Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	ACM Animal Care and Management V6.0
Number of new qualifications and their titles ¹	0
Number of revised qualifications and their titles	4 ACM30122 Certificate III in Animal Care Services ACM40122 Certificate IV in Animal Regulation and Management ACM40222 Certificate IV in Animal Facility Management ACM40322 Certificate IV in Animal Behaviour and Training
Number of new units of competency and their titles	12 ACMADT301 Select appropriate equipment for an assistance dog and handler ACMADT401 Assess prospective handler's suitability for an assistance dog ACMADT402 Instruct handlers with disability to train assistance dogs ACMADT403 Train dogs using operant and classical conditioning techniques ACMADT501 Plan and conduct assistance dog training in specific and complex tasks ACMAIM204 Participate in companion animal rescue ACMAIM311 Communicate with companion animal owners about incident management processes ACMAIM312 Perform companion animal rescue ACMAIM405 Determine database information requirements for companion animal evacuation processes and facilities ACMAIM406 Conduct a companion animal incident awareness campaign ACMAIM501 Develop a plan for the rescue of companion animals during major incidents ACMAIM502 Prepare plans to set up a companion animal evacuation facility
Number of revised units of competency and their titles	1 ACMAIM313 Carry out casualty and post-rescue management of animals.

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

Information required	Detail
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	I confirm that I, Maree Thorne, am independent of: <ul style="list-style-type: none"> the Training Package or Training Package components' review (Yes) development and/or validation activities associated with the Case for Endorsement (Yes) undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Standards for Training Packages 2012</i>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Products Policy</i>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Development and Endorsement Process Policy</i>
Panel member's view about whether: <ul style="list-style-type: none"> the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing 	It is the panel member's view that the evidence of consultation and validation is fit for purpose and commensurate with the scope of the projects. The CfE posits that the impact to the industry and users of the <i>ACM Training Package</i> is considered low as most of the components are new, rather than revised. It does acknowledge that the code changes to the qualifications, resulting in multiple updates in a short period of time can be impactful to RTOs, but confirm updates had been communicated to prepare RTOs and mitigate the impact.
Name of panel member completing Quality Report	Maree Thorne
Date of completion of the Quality Report	25 March 2022

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes 	<p>Yes</p>	<p>The components proposed for endorsement in the ACM Animal Care and Management Training Package 6.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:</p> <ul style="list-style-type: none"> • Four qualifications for endorsement. The CfE specifies the qualifications have not been 'reviewed' in the projects – new units have been added to existing qualifications as electives, and packaging rules for the Certificate IV in Animal Behaviour and Training have been revised to including an Assistance Dog Training specialisation. • 12 new and 1 revised units of competency, and associated assessment requirements. <p>An additional six new skill sets were included in the quality assurance process.</p> <p>The ACM Animal Care and Management Training Package Companion Volume Implementation Guide (CVIG) in two parts (Part 1: <i>Overview and Implementation</i> and Part 2: <i>Component Details</i>) have been updated to include the revised components and have been quality assured in this process.</p> <p>An additional Companion Volume (<i>Trainers of Assistance Dogs User Guide</i>) continues to be a work in progress. It was quality assured in this process.</p> <p>The CVIG specifies no credit arrangements exist for the qualifications being endorsed, at the time of publication.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p>Yes</p>	<p>The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including:</p> <ul style="list-style-type: none"> • Coding and titling of qualifications and units of competency. The Editorial Report notes that whilst adding new units as electives to three existing qualifications, and changes to one revised unit, are minor changes according to the requirements of the Standards, the developer has pre-empted 'STA-driven code change requirements' • One existing qualification specifies entry requirements, which, as per the Equity Report 'can be gained through industry experience or an animal related qualification' enabling flexibility. As noted in Standard 1, the qualifications have not been reviewed in the CfE projects. • Prerequisite units have been minimised, with only one new unit requiring a prerequisite. The rationale for this prerequisite specified in the CfE (<i>'a basic level of dog training is required before dogs are trained in specific and complex tasks'</i>) appears reasonable • The CVIG includes information about access and equity and as noted in the Equity Report <i>'has a section on access and equity considerations that details practical ways on how to incorporate reasonable adjustment in delivery and assessment and training products, particularly for learners with disabilities'</i> • The CVIG outlines how Foundation Skills have been addressed in units of competency • Information about pathways, and qualification and unit mapping to inform users of changes, including equivalence, is clearly provided in the CVIG <p>The availability of six new skill sets included in these projects provide additional flexibility and pathway options for individuals and industry.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<p>Yes</p>	<p>The CFE provides detailed information about Skills Impact's development, consultation and validation processes of the draft components, including details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices. Timeframes for consultation periods, including 6 weeks for initial consultation over the December holiday period, meet the policy requirements.</p> <p>Summary of the feedback, responses and actions for the project, whilst not available on the website at time of QA, was sought and provided by the developer and was examined in the quality assurance process to validate inclusion of stakeholder feedback in the components.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	<p>Yes</p>	<p>13 units of competency were reviewed. The standards of performance required in the workplace are presumed to be confirmed through industry consultation during development.</p>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	<p>Yes</p>	<p>The structure of all 13 units of competency complies with the unit of competency template. No units of competency have licencing requirements, and include the prescribed statement as required by the template.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p>Yes</p>	<p>Assessment Requirements specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment. Elements and Performance Criteria are not 'repeated' in the Performance Evidence, as are specified in assessment requirements by the statement '<i>an individual demonstrating competency must satisfy all of the elements and performance criteria in this unit</i>'.</p> <p>Reference to either frequency (number of occasions) and/or volume (e.g. of animals) of Performance Evidence is clearly stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.</p>
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	<p>Yes</p>	<p>All units have associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	Yes	As indicated in the CfE qualifications have not been reviewed in these projects. The addition of a specialisation for Assistance Dog Training as an outcome in the Certificate IV in Animal Behavior and Training is supported by industry as relevant at the AQF 4 level.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	Yes	The structure of the information for the AQF qualifications complies with the qualification template. Mapping of changes to superseded qualifications is included for updated/recoded qualifications.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Yes	No national credit arrangements exist at this time for the qualifications presented. This is stated in the CVIG.
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	Yes	The training package components in this submission are accompanied by the ACM Animal Care and Management Training Package Companion Volume Implementation Guide (CVIG) Version 6.0 in two parts: <ul style="list-style-type: none"> • Part 1: Overview and Implementation, and • Part 2: Component Details The ACM CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	Yes	An additional companion volume (<i>Trainers of Assistance Dogs User Guide</i>) to support the proposed components was reviewed, although the developer advises it to be still 'in progress'.

Section 3 – Compliance with the training package quality principles

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

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The components proposed for endorsement for the ACM Training Package V6.0 projects align to the Case(s) for Change approved by the AISC and outlined in the CfE. Whilst the case for change specified units and skill sets only, the qualifications proposed for endorsement have not been reviewed in these projects.</p> <p>The CfE articulates key industry issues driving the development of the new components.</p> <p>The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for the development of the new units and skill sets. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another 	Yes	<p>The proposed components for endorsement respond to the COAG Industry and Skills Council's (CISC) training package reforms, evidenced by:</p> <ul style="list-style-type: none"> • foster greater recognition of skill sets <p>The proposed components will be supported by six new skill sets.</p> <ul style="list-style-type: none"> • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors <p>In the Trainers of Assistance Dogs project, the CfE and feedback from stakeholders identifies the broad scope of physical and mental disabilities for which assistance dogs may be trained, hence, new units of competency have been developed to ensure flexibility and application across a broad range of assistance requirements. Proposed new unit <i>ACMADT403 Train dogs using operant and classical conditioning techniques</i> has been developed to apply to general dog training (i.e., not just for assistance dogs).</p> <p>Similarly in the Companion Animal Incident Management project, new components are not specific to animal (large/small) or incident types, rather have been written to enable some flexibility in delivery and assessment, allowing for the contextualisation of the units to cover varying types of relevant incidents.</p>

<ul style="list-style-type: none"> • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		<p>Units developed in companion animal projects have no prerequisite requirements enabling their utilisation by many industry sectors, including animal care, local government, community services and emergency services.</p> <ul style="list-style-type: none"> • ensure that the training system better supports individuals to move easily from one related occupation to another <p>ACM qualifications (with related occupations in general and specific species animal care, regulation, behaviour and training etc) all include a large selection of elective options (including listed units from other training packages), with further options to import electives, enabling individuals to move from one related occupation whether in direct or support occupations in animal specific or other industry sectors.</p> <ul style="list-style-type: none"> • ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices <p>Development of a comprehensive companion volume user guide (<i>Trainers of Assistance Dogs User Guide</i>) provides support for training providers to improve their delivery and outlines industry’s expectation about training delivery, especially contemporary animal welfare expectations and training methodologies.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The CfE specifies the drivers for both projects to be to update the training framework with the skills and knowledge for contemporary and emergent job/work profiles.</p> <p>The significant stakeholder engagement in both projects also reflects support for these requirements to be reflected in training components. The companion volume user guide in particular reinforces use of contemporary practices in animal care, welfare and training techniques.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle
<p>Support movement of skills within and across organisations and sectors</p>	<p>Yes</p>	<p>Whilst qualifications have not been reviewed in the projects, existing packaging rules enable flexibility in the selection of electives, with options for specialisation where required, and include enabling imported electives for broader job roles or specific industry applications.</p> <p>Endorsed components will be supported by six skill sets to provide entry, upskilling and skill movements within and across industry sectors.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Promote national and international portability	Yes	The components proposed for endorsement specify focus on animal welfare and human/animal bonds and safety, which is further referenced in companion volumes. These guides in turn provide comprehensive information about jurisdictional legislation and regulations, state and national codes of practice, and scope of professional practices.
Reflect regulatory requirements and licensing	Yes	The CfE specifies that 'no components have specific occupational and/or licensing requirements'.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	The CfE details the broad range of stakeholders involved in the projects' consultation, including from all states/territories and national organisations, and specifies in section 5.1 that ' <i>No outstanding issues remain – all issues raised during this project were considered, addressed, and resolved</i> '.
Recognise convergence and connectivity of skills	Yes	Units listed in the qualifications include imported units from other nationally endorsed training packages including from the AHC, BSB, HLT, RGR, SIS, SIT and TAE Training Packages. Qualifications also include ACM units from other sectors and qualification levels

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	<p>Qualifications include a wide range of elective options, and options to import from any other training packages or accredited courses, suitable to vocational requirements and context – which ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs.</p> <p>Assessment requirements specify that assessment must take place in ‘an environment that accurately represents [] workplace conditions’. In the case of training assistance dogs, the components allow that the workplace may be a home, a vehicle or in a public area to meet the diversity of individual and workplace/employer needs. This flexibility allows for the training and assessment to occur in a range of different contexts.</p>
Support equitable access and progression of learners	Yes	<p>This QA process confirms the Equity Report statement that ‘The ACM units are contained in ACM skill sets and ACM qualifications that allows entry and progression to higher qualifications. The qualifications provide clear pathways to higher level qualifications.</p> <p>The ACM CVIG includes a section that outlines the multiple pathways to gain qualifications showing the possible pathways into, and from qualifications.’</p> <p>Only one new unit includes a prerequisite requirement, and as referred to in Standard 2 above, the rationale for this prerequisite (i.e. ‘<i>that a basic level of dog training is required before dogs are trained in specific and complex tasks</i>’) appears reasonable.</p>

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



Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	The new units are packaged in skill sets and qualifications to provide a range of pathways for users. As identified in the Equity Report, the CVIG outlines multiple ways to gain qualifications, showing pathways into and from qualifications, as well as listing qualifications recommended by the Industry Reference Committee (IRC) considered suitable for apprenticeships/traineeships. The CVIG specifies that there are no national credit arrangements between the revised qualifications and Higher Education qualifications at the time of endorsement.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	Industry advice about delivery implementation, including access and equity issues and training pathways, is provided via the ACM CVIG V6.0 and the associated user guides which have been quality assured in this process and are ready for publication at the same time as the Training Package components. The Equity Report confirms that the CVIG provides guidance about pathways, access and equity including reasonable adjustment, and use of foundation skills. Foundation Skills are included in the units of competency for endorsement including being specified where the skills are not explicit in the performance criteria. Industry support for the validated components expressed in the feedback summaries and CfE imply that they do not exceed foundation skills required in the workplace.
Support sound assessment practice	Yes	Elements and Performance Criteria of the units of competency, and the associated Assessment Requirements of Performance Evidence and Knowledge Evidence are closely aligned. Performance Evidence includes very specific and clear reference to volume and/or frequency of performance required, and the Assessment Conditions specify physical conditions, specifications, and resources, equipment, materials and 'relationships' (including assistance dog relationships) necessary for assessment.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation	Yes	<p>The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication.</p> <p>The Editorial Report acknowledges that changes suggested during the editorial (and quality assurance) process(es) which were not adopted were based on the developers wanting to maintain the precise wording provided by the subject matter experts.</p> <p>Components contain links as required by the templates to the ACM CVIG 6.0 whilst other CV User Guides which have been updated to include all components being endorsed, have been quality assured in this process and are ready for publication at the same time as the Training Package components.</p>

DRAFT

Editorial Report

Editorial Report Template

1. Cover page	
Information required	Detail
Training Package title and code	ACM Animal Care and Management Training Package Version 6.0
Number of new qualifications and their titles	Nil
Number of revised qualifications and their titles	Four revised qualifications: <ul style="list-style-type: none"> • ACM30122 Certificate III in Animal Care Services • ACM40122 Certificate IV in Animal Regulation and Management • ACM40222 Certificate IV in Animal Facility Management • ACM40322 Certificate IV in Animal Behaviour and Training.
Number of new units of competency and their titles	Twelve new units of competency: <ul style="list-style-type: none"> • ACMADT301 Select appropriate equipment for an assistance dog and handler • ACMADT401 Assess prospective handler's suitability for an assistance dog • ACMADT402 Instruct handlers with disability to train assistance dogs • ACMADT403 Train dogs using operant and classical conditioning techniques • ACMADT501 Plan and conduct assistance dog training in specific and complex tasks • ACMAIM204 Participate in companion animal rescue • ACMAIM311 Communicate with companion animal owners about incident management processes • ACMAIM312 Perform companion animal rescue • ACMAIM405 Determine database information requirements for companion animal evacuation processes and facilities • ACMAIM406 Conduct a companion animal incident awareness campaign • ACMAIM501 Develop a plan for the rescue of companion animals during major incidents • ACMAIM502 Prepare plans to set up a companion animal evacuation facility
Number of revised units of competency and their titles	One revised unit of competency: <ul style="list-style-type: none"> • ACMAIM313 Carry out casualty and post-rescue management of animals.
Confirmation that the draft training package components are publication-ready	The draft training package components are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Lina Robinson
Date of completion of the report	21 March 2022

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	The structure of the units of competency complies with the unit of competency template.
Standard 7: <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	The structure of the assessment requirements complies with the assessment requirements template.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	The structure of the information for the qualifications complies with the qualification template.
Standard 10: <ul style="list-style-type: none"> Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template. 	N/A

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	The ACM companion volume implementation guide has been updated as Version 6.0 and complies with the required template.

3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	The unit and qualification codes and titles have been checked and cross referenced throughout the training package products.
<ul style="list-style-type: none"> Units of competency and their content are presented in full. 	All units of competency are presented in full.

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> • The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> ○ absence of spelling, grammatical and typing mistakes ○ consistency of language and formatting ○ logical structure and presentation of the document. ○ compliance with the required templates. 	<p>All draft training products have been checked for:</p> <ul style="list-style-type: none"> • absence of spelling, grammatical and typing mistakes • consistency of language and formatting • logical structure and presentation of the document • compliance with the required templates. <p>Notes to the Quality reviewer:</p> <p>According to policy, the changes made to ACM30122 Certificate III in Animal Care Services, ACM40122 Certificate IV in Animal Regulation and Management and ACM40222 Certificate IV in Animal Facility Management that are based on adding electives to the qualification, are considered 'minor change'. While the developers are clear on the policy, they are pre-empting 'STA-driven code change requirement'. The same applies to revised unit ACMAIM313 Carry out casualty and post-rescue management of animals where the little changes made to the unit in providing clarity are considered 'minor change'.</p> <p>There were changes suggested during the editorial process to improve clarity and logical presentation of information. Clarity for users was particularly considered and some changes were made to the performance criteria, foundations skills, performance, and knowledge evidence of units, while those not adopted were not based on the developers wanting to maintain the precise wording provided by the subject matter experts.</p>

DRAFT

Equity Report

Equity Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	ACM Animal Care and Management Training Package Version 6.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	Four revised qualifications: <ul style="list-style-type: none">• ACM30122 Certificate III in Animal Care Services• ACM40122 Certificate IV in Animal Regulation and Management• ACM40222 Certificate IV in Animal Facility Management• ACM40322 Certificate IV in Animal Behaviour and Training.
Number of new units of competency and their titles	Twelve new units of competency: <ul style="list-style-type: none">• ACMADT301 Select appropriate equipment for an assistance dog and handler• ACMADT401 Assess prospective handler's suitability for an assistance dog• ACMADT402 Instruct handlers with disability to train assistance dogs• ACMADT403 Train dogs using operant and classical conditioning techniques• ACMADT501 Plan and conduct assistance dog training in specific and complex tasks• ACMAIM204 Participate in companion animal rescue• ACMAIM311 Communicate with companion animal owners about incident management processes• ACMAIM312 Perform companion animal rescue• ACMAIM405 Determine database information requirements for companion animal evacuation processes and facilities• ACMAIM406 Conduct a companion animal incident awareness campaign• ACMAIM501 Develop a plan for the rescue of companion animals during major incidents

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

Information required	Detail
	<ul style="list-style-type: none"> ACMAIM502 Prepare plans to set up a companion animal evacuation facility
Number of revised units of competency and their titles	One revised unit of competency: <ul style="list-style-type: none"> ACMAIM313 Carry out casualty and post-rescue management of animals.
Confirmation that the draft training package components meet the requirements in Section 2 Equity checklist of draft training package components	The draft training package components meet the requirements in Section 2 Equity checklist of draft training package components.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Lina Robinson
Date of completion of the report	21 March 2022

DRAFT

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<p>The draft training package components reviewed, follow the <i>Standards for Training Packages</i> and <i>Training Package Products Policy</i> in relation to access and equity.</p> <p>The ACM Animal Care and Management Companion Volume Implementation Guide (ACM CVIG) updated as Version 6.0 has a section on access and equity considerations that details practical ways on how to incorporate reasonable adjustment in delivery and assessment and training products, particularly for learners with disabilities.</p>

Section 3 - Training Package Quality Principles

Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'</p>	<p>The qualifications contain a wide selection of electives that enable application in a range of dog training contexts and allows for units not listed in the elective banks to be imported from other training packages or accredited courses.</p>

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills? <p>(see Training Package Standard 11)</p>	<p>Yes, the ACM CVIG provides advice on pathways, access and equity and foundation skills.</p>
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>Yes, foundation skills are recognised in the units of competency reviewed, and do not exceed the foundation skills required in the workplace.</p>

Equity requirements	Equity reviewer comments
	The newly developed units provide movement within and across sectors of the ACM Training Package.
2. Is there evidence of multiple entry and exit points?	The ACM units are contained in ACM skill sets and ACM qualifications that allows entry and progression to higher qualifications. The qualifications provide clear pathways to higher level qualifications. The ACM CVIG includes a section that outlines the multiple pathways to gain qualifications showing the possible pathways into, and from qualifications.
3. Have prerequisite units of competency been minimised where possible?	The ACM units do not contain any prerequisite units.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	Three of the four qualifications do not contain any entry requirements, presenting no barrier to entry. The entry requirements for ACM40222 Certificate in Animal Facility Management can be gained through industry experience or an animal related qualification at Certificate III or higher.

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	The ACM CVIG outlines the multiple pathways to gain qualifications including training and assessment pathway, recognition of prior learning pathway or combinations of each pathway to complete a qualification.

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Attachment G: Copies of Letters of Support

Trainers of Assistance Dogs letters



28 April 2022

Ken Innes
1800 Princess Hwy Waterfall 2233

To Whom it may concern,

I would like to express support in behalf of Assistance Dogs Australia for the proposed units of competency and skill sets which were developed through a collaborative process during the Trainer of Assistance Dogs Project. We believe that these units and skills sets reflect real job roles and work functions carried across the Assistance Dog Training sector. We believe that this project was extensive and provided many opportunities for feedback.

We have enjoyed working closely with Skills Impact on this project as they have been professional, efficient and accurate throughout the process. I am sure they will continue to demonstrate their commitment to industry engagement as secretariat to the Industry Cluster.

Kind regards

A handwritten signature in black ink, appearing to read 'K. Innes', is written above the typed name.

Ken Innes
Senior Instructor / NSW Manager

Guide Dogs.



Tuesday 8 March 2022

Dear Diana,

I would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Trainer of Assistance Dogs Project. We believe that these units and skills sets reflect real job roles and work functions carried across the Assistance Dog Training sector. We believe that this project was extensive and provided many opportunities for feedback.

I would also like to express our support for the establishment of the Agribusiness, Food and Fibre Industry Cluster as proposed by industry and submitted by Skills Impact. Skills Impact is a recognised industry leader within the Australian Agribusiness, Food and Fibre sectors providing support for Skills, Workforce and Vocational Education and Training (VET).

We are confident that Skills Impact will continue to demonstrate their commitment to industry engagement as secretariat to this Industry Cluster.

Many thanks,

Melinda Bowden
Dog Supply & Training Manager
Guide Dogs NSW/ACT

DRAFT



School of Psychology and Public Health
Department of Psychology, Counselling and Therapy

3/03/2022

Diana McNaughton
Industry Engagement Manager
Skills Impact
559A Queensberry St
Carlton, VIC 3053

Mailing address

La Trobe University
Victoria 3086 Australia
T + 61 3 9479 2248
E t.howell@latrobe.edu.au
W scholars.latrobe.edu.au/thowell

CAMPUSES

Melbourne (Bundoora)
Albury-Wodonga
Bendigo
City (Collins Street)
Mildura
Shepparton
Sydney

Dear Diana,

I would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Trainer of Assistance Dogs Project. I acted as a Subject Matter Expert for this project. I believe that these units and skills sets reflect real job roles and work functions carried across the Assistance Dog Training sector. I believe that this project was extensive and provided many opportunities for feedback. Indeed, I was impressed by the group of experts that Skills Impact put together, which included individuals representing all aspects of the assistance dog industry.

I would also like to express my support for the establishment of the Agribusiness, Food and Fibre Industry Cluster as proposed by industry and submitted by Skills Impact. Skills Impact is a recognised industry leader within the Australian Agribusiness, Food and Fibre sectors providing support for Skills, Workforce and Vocational Education and Training (VET).

I am confident that Skills Impact will continue to demonstrate their commitment to industry engagement as secretariat to this Industry Cluster. I look forward to being a participant in the Agribusiness, Food and Fibre Industry Cluster, as required.

Sincerely,

Tiffani Howell, PhD
Senior Research Fellow

ABN 64 804 735 113
La Trobe University
CRICOS Provider Code
Number 00115M

Companion Animal Incident Management letters



Thursday 3rd March 2022

RE: Skills Impact – Letter of Support

Dear Sir/Madam,

I, Adele Lindley the Proprietor of PADS-Personal Assistance Dogs Solution work in many spheres, including as a pet dog trainer, animal trainer, assistance dog trainer and an assessor. I also work alongside Local Government as a contractor in the following capacities, Ranger, Compliance Officer, Companion Animal Co-Ordinator for the February 2021 Moree Floods along with LLS staff, Consultant to councils for upgrades of pounds and dog park facilities. I also train Rangers and Compliance Staff in Animal Management, Handling and Dog Behaviour and various other elements of animal related requirements including investigations for various contracted agencies. From my vast experience working throughout NSW I have found that there is a major skill shortage in many of the animal related industries.

I would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Companion Animal Incident Management Project. We believe that these units and skills sets reflect real job tasks and work functions carried across the Animal Care and Animal Emergency sectors. We believe that this project was extensive and provided many opportunities for feedback.

I Adele Lindley would also like to express my support for the establishment of the Agribusiness, Food and Fibre Industry Cluster as proposed by industry and submitted by Skills Impact. Skills Impact is a recognised industry leader within the Australian Agribusiness, Food and Fibre sectors providing support for Skills, Workforce and Vocational Education and Training (VET).

We are confident that Skills Impact will continue to demonstrate their commitment to industry engagement as secretariat to this Industry Cluster. We look forward to being a participant in the Agribusiness, Food and Fibre Industry Cluster.

Yours Faithfully,

A handwritten signature in black ink, appearing to read 'Adele Lindley', is written over a horizontal line.

Mrs Adele Lindley JP MDI (CPDT) AAT Dip
Proprietor

127 Horatio St,
Mudgee NSW 2850

M: 0458 755 757
adele@pads-australia.org
www.pads-australia.org

Canine Assisted Therapy, Training you to train your dog



3 March 2022

Diana McNaughton
Industry Engagement Manager
Skills Impact
Level 1, 165 Bouverie Street
Carlton VIC 3053

Dear Diana,

Animal Emergency Incident Management Network (Australia and New Zealand) would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Companion Animal Incident Management Project. We believe that these units and skills sets will provide the opportunity for workers in the rescue field to add animal incident management skills to their current job roles. We believe that this project was extensive and provided many opportunities for feedback.

AEIMN ANZ would also like to express our support for the establishment of the Agribusiness, Food and Fibre Industry Cluster as proposed by industry and submitted by Skills Impact. Skills Impact is a recognised industry leader within the Australian Agribusiness, Food and Fibre sectors providing support for Skills, Workforce and Vocational Education and Training (VET). We are confident that Skills Impact will continue to demonstrate their commitment to industry engagement as secretariat to this Industry Cluster. We look forward to being a participant in the Agribusiness, Food and Fibre Industry Cluster.

Kind regards,



David King
AEIMN ANZ Vice Chair

250 Princes Highway Werribee Victoria Australia

animaleimanz@gmail.com www.aeimanz.org

Incorporation No (Vic) A0114345F ABN 48 523 158 326

From: Julie Fiedler <juliefiedler3@gmail.com>
Sent: Wednesday, 9 March 2022 10:36 PM
To: Diana McNaughton <Diana@skillsimpact.com.au>
Subject: Letter of support

Dear Diana,

I would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Companion Animal Incident Management Project. We believe that these units and skills sets will provide the opportunity for workers in the rescue field to add animal incident management skills to their current job roles. We believe that this project was extensive and provided many opportunities for feedback.

Kind regards
Julie Fiedler

From: Lily Sakulovska (DJPR) <Lily.Sakulovska@agriculture.vic.gov.au>
Sent: Thursday, 3 March 2022 5:41 PM
To: Diana McNaughton <Diana@skillsimpact.com.au>
Subject: RE: Project THANK YOU! and a news update

Dear Diana

Animal Welfare Victoria (AWV) would like to thank Skills Impact for coordinating the Companion Animal Incident Management Project and the development of the skill standards to support the unique requirements of responding to companion animals during a natural disaster. The project material was extensive and provided AWV with the opportunity to review and provide feedback relevant to its areas of expertise.

AWV participated in the development and validation processes by providing advice from a companion animals perspective and supports the proposed units and skill sets, as they will set a standard for the coordination and care of companion animals during a natural disaster.

Thanks & Regards

Lily Sakulovska

Senior Project Officer | Pets and Animal Welfare | Animal Welfare Victoria

Department of Jobs, Precincts and Regions

475 Mickleham Road Attwood, Victoria 3049

T: 03 9217 4228 | M: 0488 317 357

lily.sakulovska@agriculture.vic.gov.au

animalwelfare.vic.gov.au

***Please note I work Tuesdays, Wednesdays and Thursdays**





3 March 2022

To whom it may concern

The Australian Institute of Animal Management (AIAM) would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Companion Animal Incident Management Project. We believe that these units and skills sets reflect real job tasks and work functions carried across the Animal Care and Animal Emergency sectors. We believe that this project was extensive and provided many opportunities for feedback.

AIAM would also like to express our support for the establishment of the Agribusiness, Food and Fibre Industry Cluster as proposed by industry and submitted by Skills Impact. Skills Impact is a recognised industry leader within the Australian Agribusiness, Food and Fibre sectors providing support for Skills, Workforce and Vocational Education and Training (VET).

We are confident that Skills Impact will continue to demonstrate their commitment to industry engagement as secretariat to this Industry Cluster. We look forward to being a participant in the Agribusiness, Food and Fibre Industry Cluster.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Nell Thompson".

Nell Thompson
Secretary



3 March 2022

To whom it may concern

Getting 2 Zero (G2Z) would like to express support for the proposed units of competency and skill sets which were developed through a collaborative process during the Companion Animal Incident Management Project. We believe that these units and skills sets reflect real job tasks and work functions carried across the Animal Care and Animal Emergency sectors. We believe that this project was extensive and provided many opportunities for feedback.

G2Z would also like to express our support for the establishment of the Agribusiness, Food and Fibre Industry Cluster as proposed by industry and submitted by Skills Impact. Skills Impact is a recognised industry leader within the Australian Agribusiness, Food and Fibre sectors providing support for Skills, Workforce and Vocational Education and Training (VET).

We are confident that Skills Impact will continue to demonstrate their commitment to industry engagement as secretariat to this Industry Cluster. We look forward to being a participant in the Agribusiness, Food and Fibre Industry Cluster.

Yours sincerely

Nell Thompson
Coordinator

www.g2z.org.au

info@g2z.org.au

0427 981 759