Pet Care and Animal Training Project

Summary of Validation Feedback, Responses and Actions

December 2020

This project includes the development of six qualifications, 39 revised and 11 new units of competency and two revised and six new skill sets within the *ACM Animal Care and Management Training Package*. The final draft materials were developed as a result of feedback provided by stakeholders and Subject Matter Experts (SMEs) during the validation period from 24 June to 22 July 2020.

Twelve industry validation meetings were held between 29 June and 22 July 2020 where all documents were validated through this process.

Validation feedback was also received from a variety of stakeholders around the country via emails and online surveys. The table below provides an overview of the groups and jurisdictions that have provided feedback during this phase of the project.

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
Industry (employer / employee)	✅	✅	✅	✅	✅	✅	✅	✅	✅
Industry Associations			✅	✅			✅		✅
Registered Training Organisation (RTO)		✅		✅	✅		✅	✅	
Government department	✅							✅	

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

Acronyms: ACM - Animal Care and Management, AQF – Australian Qualifications Framework, AR – assessment requirements, APP – application, CVIG - Companion Volume Implementation Guide, IRC – Industry Reference Committee, PC – performance criteria, PE – performance evidence, KE – knowledge evidence, AC – assessment conditions, STP - Standards for Training Packages 2012, SMEs – Subject Matter Experts, SMEWG – Subject Matter Expert Working Group, TP - Training Package.

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

Table of Contents

Summary of validation feedback on Qualifications

General

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
General		
• RTO, VIC	Sector unit codes. Will units with a sector change from GAS to GEN (General Animal Studies) have a code change?	All the codes for the revised units in this project, will be updated. Many existing GAS and CAS units have been recoded as General Animal Care (GEN) sector and/or Behaviour and Training (BEH).
• RTO, VIC	Orphan units (Feedback and Summary Report page 42) Orphan units are an issue in Victoria. Where units are packaged into a skill set only they are orphaned from qualifications and funding.	It is well documented that orphan units is an issue in Victoria and the project has ensured that all units are packaged into a qualification and where units also sit within a skill set, it has been ensured that those units also sit within the one qualification to alleviate the funding of more than one qualification to complete the skill set.
• Industry (employer / employee), SA	Well done ….. I am delighted with how many of our recommendations have been included. I understand what an absolutely huge juggling act you have had to undertake. Not everyone will be happy with everything but that is just the way it is. I would personally like to thank you for all of your efforts and I know that the vast improvement in these units will benefit the lives of many animals and also spread the word that there is a better way to train animals than with pain, force and fear. I hope that I might still be around to help update it next time – but I guess that will depend on how many years it is before being updated again.	Thank you for the supportive comments.
• Industry (employer / employee), National	I have read through all the training packages involved in Pet Care and Animal Training and am happy to endorse the new format and appropriate selection of subject matters involved in the different training packages. I think Skills Impact should be congratulated on these developments in providing a logical and comprehensive programme covering a complicated area of education. Thank you for all your hard work,	Thank you for the supportive comments.
• Government Department, WA	Thank you for the opportunity to provide feedback on the validation drafts of the Pet care and Animal Training project. I understand there has been strong input from WA	Thank you for the supportive comments.

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
stakeholders particularly as part of the subject matter experts' group. Feedback from our stakeholders suggests that the work undertaken on this project has been excellent, and are comfortable with the proposed changes and have no further feedback.	

Qualifications

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Certificate I in Animal Care		
• Industry (employer / employee), ACT, NT, QLD X3 • RTO, NSW	Via validation webinar - 29 June 2020 (Group 1) • Support the qualification unchanged	Thank you for the supportive comments.
• Industry (employer / employee), QLD	Via validation survey - Does not support Being made aware of infection control early on would be beneficial going forward especially when going forward in working independently as disease can be brought on by stress and can spread easily in large operations with varying levels of understanding in staff. For example assessing stools and animals for early signs before physiological signs are obvious a person of this level could stop what they are doing and notify a staff member of higher responsibility. If the changes you have outlined above are made, will you be satisfied that the qualification meets the needs of industry? Yes	Thank you for your feedback. ACMGEN103 Assist in the care of animals is a core unit in this qualification and addresses infection control. For example, the KE includes: • "key risks of working with animals relevant to context, including: • animal bites, kicks, and/or scratches • biological waste • handling of chemicals • manual handling • slippery or uneven work surfaces • zoonoses" • "basic hygiene and infection control relevant to care of animals in the facility" has also been added to the KE
• Industry (employer / employee), SA	Supports the qualification	Thank you for the supportive feedback.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Looks good - support the changes	Thank you for the supportive feedback.
• Industry (employer / employee), QLD	I totally understand the challenges for workplace visits as mentioned by one of the teachers during our session. Also taking into consideration that this is a third one and not necessarily to get a job. I still think some level of actual physical interaction with The Dirty side of the job would benefit them. So perhaps not five workplace visits, nor even 3, but would it be possible for these people to be able to be taken to one place to pick up some poop, clean out a cage, or something similar? I support the modules and understand where you are coming from with this being challenging at this level, but I feel it needs another mention and some level of consideration. I have been in the industry since I was five years old. Our family has seen person after person present even higher levels of qualifications than this who are simply unprepared mentally, and unable physically to handle the environment. So, if a majority of the people doing Cert I have a level of disability as has been mentioned, and you are doing this course simply to keep them engaged and keep them learning then it's OK not to add anything in. However, if you want them to be able to use it as a pathway to a higher level for those who want to proceed towards a career, or a pathway to understanding what this industry would mean to them, or a pathway to knowing if they can simply walk into a pets room or enclosure and handle the basics like the smell and physical contact, then it is only fair to them that the opportunity is given at the earliest level possible so that they are not simply spending years jumping from Cert one in one course, to the next to the next to the next.	Thank you for your comments. The practical experience issue raised was considered and discussed in detail with the SMEWG, and the requirement for workplace visits was strengthened in the performance evidence of *ACMGAS101 Explore job opportunities in animal care and related industries,* to provide learners with opportunities to experience animal care workplaces, operations and conditions firsthand. Advice encouraging workplace visits is also included in the CVIG.
• Industry Association, QLD	Supports the qualification. Agrees with point above.	Thank you for your support. See comments above.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), QLD	Supports the qualification. The updates an alterations made to this unit reflect current and real world activities that individuals wishing to undertake an introductory exploration of the animal care industry, without expectation of real world entry into full-time employment of a level where further formal, practical and\ or clinical experience would be preferred by an employer.	Thank you for the supportive feedback.
• Industry (employer / employee), ACT	Does not support qualification. I believe this should be more of a statement of attainment rather than a vocational qualification as it is not a workplace related qualification. Nothing in this certificate would make a someone who completes ready for employment in industry. I do not believe this certificate enables the student to acquire knowledge and skills that are recognised standards necessary to perform a job.	Thank you for the feedback. This qualification is intended to provide knowledge and skills for initial work, community involvement and/ or further learning. It provides a pathway to learn more about work in the animal care and management industry and to assist with routine activities performed under close supervision in an animal care facility or service organisation.
Certificate II in Animal Care		
• Industry (employer / employee), ACT, QLD X2, NSW X 4, NT, • RTO, NSW	Via validation webinar – 29 June 2020 (Group 2) • ACMGAS207 Provide reception services for an animal care facility should be AQF 3 and removed from the Certificate II in Animal Care electives – too high level	*ACMGAS207 Provide reception services for an animal care facility* has been recoded to reflect AQF3 level. It has been retained as an elective in the Certificate II.
• Industry (employer / employee), ACT, QLD X2, NSW X 4, NT, • RTO, NSW	Via validation webinar – 29 June 2020 (Group 2) • Work placement requirement is needed to ensure learners have practical experience in the industry. Participants agreed that a minimum of 80 hours is appropriate.	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 Work in the animal care industry, ACMGAS203 Complete animal care hygiene routines* and *ACMGAS205 Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.
• Industry (employer / employee), QLD	Support	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, WA	Support	Thank you for your support.
• RTO, NSW	Via validation survey Does not support qualification. If no, what changes are required in order for this qualification to meet the needs of industry? Enrolments would be impacted greatly if mandatory work placement is placed against this qualifications, Industry already exhausted in the WEST region. If the changes you have outlined above are made, will you be satisfied that the qualification meets the needs of industry? Yes	Thank you for the feedback. There is no requirement for mandatory work placement. Refer also to the comment above.
• RTO, VIC	Review equivalence - Removal of ACMGAS206 from the core suggests the new qualification is not equivalent.	This equivalence status has been changed to 'Not equivalent' on further review.
• RTO, NSW	Supports the qualification with the addition of a Work placement component to ensure skills are practiced in the workplace/simulated workplace of approx. 80 hours	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 Work in the animal care industry, ACMGAS203 Complete animal care hygiene routines* and *ACMGAS205 Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.
• Industry Association, QLD	Supported providing removal of ACMGAS207 from this model and moved to Level 3. Consider also that by putting into Level 3, some parts may need to be reworded to include assist, for example in performance evidence, it should say assist in organising at least three client appointments rather than leaving the word assist out of the interpretation therefore is that the trainee is doing that	Thank you for the feedback. *ACMGAS207 Provide reception services for an animal care facility* has been recoded to reflect AQF3 level. It has been retained as an elective in the Certificate II.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	individually which would not be possible until spending some time within an organisation [of any type]. I understand what you are saying in that a certificate ÏII should not be assisting And you have suggested that perhaps there has been a failure of the system from the registered training organisation levels but I just want you to know that this has been across the board, with various registered training organisations over the years and I feel it is unlikely to change in regards to the level we will say where these courses being offered online only.	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 Work in the animal care industry, ACMGAS203 Complete animal care hygiene routines* and *ACMGAS205 Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.
• Industry (employer / employee), QLD	Supported providing removal of ACMGAS207 from this model and moved to Level 3. Consider also that by putting into Level 3, some parts may need to be reworded to include assist, for example in performance evidence, it should say assist in organising at least three client appointments rather than leaving the word assist out of the interpretation therefore is that the trainee is doing that individually which would not be possible until spending some time within an organisation [of any type]. I understand what you are saying in that a certificate ÏII should not be assisting And you have suggested that perhaps there has been a failure of the system from the registered training organisation levels but I just want you to know that this has been across the board, with various registered training organisations over the years and I feel it is unlikely to change in regards to the level we will say where these courses being offered online only.	Thank you for the feedback. Please see comments above regarding this ACMGAS207.
• Industry (employer / employee), NSW	I support most changes in this qual, but would suggest to remove ACMGAS207 as this is more suited to a level 3 qual. I would also support 80 hours as a minimum work placement to be included as a prerequisite.	Thank you for the feedback. Refer to the comments above regarding ACMGAS207 and mandatory work placement.
• Industry (employer / employee), NSW	Don't Support Should state that all learners must undertake a minimum of 80 hours work placement for unit ACMGAS201	Thank you for the feedback. Refer to the comments above regarding mandatory work placement.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Support It seems to be much more streamlined and flexible	Thank you for your support.
• RTO, SA	Support	Thank you for your support.
• RTO, NSW	Do not support. ACMGAS207 Provide reception services for an animal care facility - Change to a level 3, it is too involved to be a level 2. Alternatively, at level 2 it needs to be assist.	Thank you for the feedback. Refer to the comments above regarding ACMGAS207
• Industry (employer / employee), ACT	Supports the qualification. Would like to see work experience requirement of minimum of 80 hours for the qualification, please remove ACMGAS207 from level 2 as too high qualification for level 2.	Thank you for the feedback. Refer to the comments above regarding ACMGAS207 and mandatory work placement.
Certificate III in Animal Care Services		
• Industry (employer / employee), ACT, QLD X2, NSW X 4, SA, VIC RTO, NSW, QLD X2, SA	Via validation webinar - 30 June 2020 (Group 3) • Work placement requirement is needed to ensure learners have practical experience in the industry. Participants agreed that a minimum of 150 hours is appropriate.	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG, that advised not to mandate work placement. The qualification includes several new and revised ACM units in the core and electives. These were developed with industry advice to ensure the Elements and Performance Criteria in the units reflect typical work flows and that their related Assessment Requirements (especially the Performance Evidence (PE) and related Assessment Conditions (AC)) include valid tasks that provide sufficient volume and frequency of evidence to make sound decisions on an individual's competency. The PE and AC in many of the revised and new units now require live animals and animal care facility resources for the demonstration of skills. Some exceptions have been catered for – for example where access to or interaction with specific animals may lead to animal welfare and/safety issues. Advice has provided in the CVIG that the qualification is suitable for a traineeship/apprenticeship pathway.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), ACT, QLD X2, NSW X 4, SA, VIC RTO, NSW, QLD X2, SA	Via validation webinar - 30 June 2020 (Group 3) • *ACMGAS207 Provide reception services for an animal care facility* should be AQF 3 and removed from the Certificate II in Animal Care electives – too high level	Edits made to reflect feedback. • Recoded *ACMGAS207 Provide reception services for an animal care facility* to reflect AQF3 level • Unit retained in the electives for Certificate II
• RTO, NSW	Via validation survey - Does not support If no, what changes are required in order for this qualification to meet the needs of industry? For the different electives chosen to be awarded with a specialisation- this draft has 3. Animal Care, Pet Grooming & Customer service. I suggest "Provider" be put at the end of each i.e. Certificate III in Animal Care Services (Animal Care Provider), (Pet Grooming Provider), (Customer Service Provider). This will make the certificate clearer for the student and prospective employers. I suggest the unit ACMGRM302- name change to "Provide grooms on mixed breed dogs" the word 'mixed' has a softer overtone than 'cross' for pet dog owner. If the changes you have outlined above are made, will you be satisfied that the qualification meets the needs of industry ? Yes	Thank you for the feedback. The SMEWG considered the feedback and supports retaining the following terminology: • specialisation title Pet Grooming rather than Pet Grooming Provider • cross breeds rather than mixed breeds.
• Industry (employer / employee), QLD	Via validation survey - Does not support If no, what changes are required in order for this qualification to meet the needs of industry? I believe it should include a specific unit for 'understanding' animal behaviour specific to cats and dogs and how they differ. Conditioning is one thing but understanding is valuable for understanding stress in cats especially in cattery/hospital settings and how they may reduce that during the animals short stay. It is also provides basic understanding for students continuing on to client/patient interactions on why certain behaviours deemed "inappropriate" such cats urinating out of litter boxes should not be considered as such and that there is almost always a reason why a cat does this - not just to be 'naughty' or 'bad'.	Thank you for your feedback. This qualification contains a new core unit ACMBEH301 Identify behaviours and interact safely with animals which covers the basics of animal behaviour. The PE of which includes the following: • identified and interpreted common animal behaviour, including body language for two different species or breed groups (this could include cats and dogs) The qualification also includes two electives units, that also cover animal behaviour, for learners that want to go deeper into basic cat and dog behaviour: • ACMSPE304 Provide general care of domestic dogs • ACMSPE305 Provide general care of domestic cats

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	If the changes you have outlined above are made, will you be satisfied that the qualification meets the needs of industry ? Yes	
• RTO, NSW	Via validation survey - Does not support If no, what changes are required in order for this qualification to meet the needs of industry? Enrolments would be impacted greatly if mandatory work placement is placed against this qualifications, Industry already exhausted in the WEST region. If the changes you have outlined above are made, will you be satisfied that the qualification meets the needs of industry? Yes	Thank you for your feedback. Work placement is not mandated as part of this qualification, but industry strongly recommends the qualification be delivered as a traineeship or apprenticeship pathway. These pathways are determined by the relevant State/Territory training authorities.

• Industry/employer & Industry Association, WA	I would only support this provided the prerequisites for the pet grooming specialisation stay. As this is a major requirement that learning needs to be done in this order for the safety and welfare of the animal and handler.
	
	Would like to go over glossary.
	
	DGAWA members have indicated that they feel their clients prefer to see a stand-alone qualification on their wall rather than a specialisation.
	
	There has been a lot of work put in to fix industry concerns of students doing one unit and then calling themselves a groomer, having to complete all six units is going to produce well rounded groomers to industry.
	
	I also wanted to extend my gratitude to the SMEs and Skills Impact for all the hard work they have put into the creation of the qualification, it is certainly filling in a lot of gaps we are seeing in industry.
		Thank you for the supportive feedback.
		
		The Pet Grooming SMEWG understands the concerns of many industry stakeholders, and also supported the use of prerequisites in five revised grooming units to ensure and the development highly skilled groomers, groomer safety, animal welfare.
		
		During the Quality Assurance (QA) review, Skills Impact was advised that the prerequisites should be removed from *ACMGRM303 Provide sanitary and hygiene grooms for companion animals* and *ACMGRM304 Perform grooms on cross breed dogs*, in order to comply with the *Training Package Products Policy* (TPPP) that states
		  • Pre-requisite units must only be used where essential to achieving the subsequent competency.
		  • They must not be used for the purpose of driving delivery order or sequencing.
		
		After further consultation with the Pet Grooming SMEWG and the ACM IRC, the prerequisites have been removed from the units cited above and retained in the following units:
		  • *ACMGRM305 Groom dogs to meet breed style and coat requirements*
		  • *ACMGRM401 Carry out advanced grooming to dog breed standards*
		  • *ACMGRM402 Groom cats of different breeds and coat types*

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		The draft glossary was circulated to representatives of the DGAWA. The glossary is included in the CVIG being prepared for release with the ACM Animal Care and Management Training Package Version 4.0. A draft of the CVIG is available on Skills Impacts' website for this project: https://www.skillsimpact.com.au/animal-care/training-package-projects/pet-care-animal-training-project/

The CVIG is a non endorsed component and can be updated in response to stakeholder feedback on a case by case basis. |
| • RTO, NSW | Supports the qualification
Support pre-requisites to ensure animal welfare and safety and handler safety. | Thank you for the feedback. Your support for the prerequisites is noted. Refer to the comments above regarding the changes made to prerequisites in two of the revised grooming units. |
| • Industry (employer / employee), VIC | Supports the qualification
I would like it recorded that I fully support the prerequisites outlined within the certificate, The welfare needs of dogs within the grooming industry must be understood before a person is allowed to commence sole employment within the industry. A national accreditation and regulation of the industry would ensure educated consistency in regards, to companion animal welfare. | Thank you for the supportive feedback. Your strong support for the prerequisites is noted. Refer to the comments above regarding the changes made to prerequisites in two of the revised grooming units.

Regulation of the animal care industry is outside the scope of this project. |
• Industry (employer / employee), VIC	Supports the qualification	Thank you for your support.
• Industry (employer / employee), QLD	Supports the qualification	Thank you for your support.
• Industry (employer / employee), NT	Supports the qualification. I love the flexibility of this qualification along with the structure of how it is set out. The prerequisite units provide a logical and concise flow and are necessary	Thank you for your support. Your support for the prerequisites is noted. Refer to the comments above regarding the changes made to prerequisites in two of the revised grooming units.
• RTO, VIC	*ACMSUS201 Participate in environmentally sustainable work practices* removed from the core. Are sustainable practices included in any other core units?

Pet Grooming specialisation requires six units, four of which relate specifically to dog grooming and is clearly intended for dog groomers. Suggest reviewing the specialisation title to align with the specialisation outcome. | The feedback was considered by the SMEWG that advised ACMSUS*201* is not suitable (too low) for the Certificate III, and noted that this fits better in the revised Certificate II where it is included in the core. *ACMSUS401 Implement and monitor environmentally sustainable work practices* is listed as an elective in the Certificate III.

The SMEWG considered the feedback advised to retain Pet Grooming as specialisation title. |

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry Association, QLD • Industry (employer / employee), QLD	It has clarified that this has been written and intended to be run as an apprenticeship/ traineeship. That being the case, there are no compulsory work placement requirements which poses an issue for many of us in the industry. Given that every state and territory is different in how they support this and that every RTO is different in their standards and requirements, there is a need for some physical time [anywhere, in professional environment where they are accountable for their physical learning]. I suggest 150 hours	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG, that advised not to mandate work placement. The qualification includes several new and revised ACM units in the core and electives. These were developed with industry advice to ensure the Elements and Performance Criteria in the units reflect typical work flows and that their related Assessment Requirements (especially the Performance Evidence (PE) and related Assessment Conditions (AC)) include valid tasks that provide sufficient volume and frequency of evidence to make sound decisions on an individual's competency. The PE and AC in many of the revised and new units now require live animals and animal care facility resources for the demonstration of skills. Some exceptions have been catered for – for example where access to or interaction with specific animals may lead to animal welfare and/or safety issues. Advice has provided in the CVIG that the qualification is suitable for a traineeship/apprenticeship pathway.
• Industry (employer / employee), NSW	Don't support Should propose industry work placement to undertake this qualification	Thank you for the feedback. Refer to the comments above regarding work placement.
• RTO, NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Don't support I have provided this feedback before but I would have preferred pet grooming to have stayed as a separate qualification – I think this format will dilute the importance of gaining a 'pet grooming' qualification to become a pet groomer and will cause confusion with students on what they are actually enrolling in.	Thank you for the feedback. The feedback was considered by the SMEWG and that advised that it did not support a separate qualification. The majority of industry and RTO stakeholders support the revised Certificate III with specialisations, as it provides for a high level of skill development, promotes mobility across animal care sub sectors, and reduces duplication that exists in the current Certificate III qualifications.
• Industry (employer / employee), NSW	Support	Thank you for your support.
• RTO, SA	Support	Thank you for your support.
• Industry (employer / employee), National	Support	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, QLD	Support. I like the pre-requisite requirements for grooming.	Thank you for your support. Your support for the prerequisites is noted. Refer to the comments above regarding the changes made to prerequisites in two of the revised grooming units.
• Industry (employer / employee), ACT	Support. I support the amendments to this qualification and believe this is a great on the previous III similar certificates. I strongly feel it should be required to be a traineeship or apprenticeship. If this certification Is not done via traineeship or apprenticeship, I believe there must be a minimum of 150 hours of work placement. this is a trade level qualification and must be paid accordingly so it is not unreasonable to expect on the job training via placement, training ship, or apprenticeship. the current approach of no minimum requirement is not making industry needs. completion of certificates three in pet grooming should mean the graduate is job ready as a fully capable employee. it is impossible to achieve the required experience to be job ready without job placement of sorts. At present potential employees that hold certificate three in animal studies or certificate three in companion animals are actually at a disadvantage over those that have no training as many have come into workplaces expecting to be job ready and are far from it.	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG, that advised not to mandate work placement. The qualification includes several new and revised ACM units in the core and electives. These were developed with industry advice to ensure the Elements and Performance Criteria in the units reflect typical work flows and that their related Assessment Requirements (especially the Performance Evidence (PE) and related Assessment Conditions (AC)) include valid tasks that provide sufficient volume and frequency of evidence to make sound decisions on an individual's competency. The PE and AC in many of the revised and new units now require live animals and animal care facility resources for the demonstration of skills. Some exceptions have been catered for – for example where access to or interaction with specific animals may lead to animal welfare and/safety issues. Advice has provided in the CVIG that the qualification is suitable for a traineeship/apprenticeship pathway.
Certificate IV in Animal Regulation and Management		
• Industry (SA & ACT) • RTO (VIC)	Via validation webinar – 20 July 2020 Qualification structure and units discussed and supported.	Thank you for your support.
• Industry (employer / employee), QLD	Supports the qualification.	Thank you for your support.
• RTO, VIC	Supports the qualification. Overall, I think the new program more accurately reflects the needs of industry in 2020	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), SA	Supports the qualification.	Thank you for your support.
• Industry Association, National	Supports the qualification.	Thank you for your support.
Certificate IV in Behaviour and Training		
• Industry (NSW X 2, QLD X 2, National, SA, WA) • RTO (VIC, NSW X 2, QLD)	Via validation webinar – 3 July 2020 (Group 1) • strengthen wording around working with clients/carers	The SMEWG supported the suggestion and the following edits were made to reflect feedback. • Description: added *wording* - This qualification describes the skills and knowledge required for an animal trainer and/or animal training practitioner working with a specific species or across a range of species and workplaces *where they are required to work closely with animal carers or owners (clients).*
• Industry/employer, TAS	**Electives** Feedback suggests adding the following CHC units to the qualification: • CHCDIV001 Work with diverse people • CHCLEG003 Manage legal and ethical compliance • HLTAAP001 Recognise healthy body systems • HLTAID003 Provide first aid • HLTWHS002 Follow safe work practices for direct client care (These units are found in Disability Cert IV).	• The SMEWG supported the replacement of *BSBDIV501 Manage diversity in the workplace* with *CHCDIV001 Work with diverse people* as it better reflects the intent of a unit on diversity as discussed at previous SMEWG meetings. • The SMEWG did not support listing the other suggested units as some of these duplicated content of existing units in the qualification or the level did not seem appropriate. It was also suggested that these units could be imported via the packaging rule that allows for 3 imported units. Note: Based on SMEWG advice, the number of elective units that can be imported was increased from 2 to 3.
• Industry (employer / employee), NSW	**Qualification Description** The qualification also provides options for individuals wanting to work in the animal-assisted services sector; work in animal rehoming/adoption roles *or* specialise in training different *species*. 1. Need to add rehabilitation, -as a trainer we work to rehabilitate animals as well to improve their chances of rehoming 2. Should the qualification description have something in there about training people- as a professional trainer, the majority of my work is done in training people to train their animals. In the exhibition animal setting-the practitioner mainly trains animals, but in the companion animal arena	The SMEWG supported the suggestions and *rehabilitation* and *working with people* have been added to Qualification Description to reflect the feedback. It now reads: "This qualification describes the skills and knowledge required for an animal trainer and/or animal training practitioner working with a specific species or across a range of species and workplaces *where they are required to work closely with animal carers or owners (clients).* The qualification also provides options for individuals wanting to work in the animal-assisted services sector; work in animal rehoming/adoption, *rehabilitation* roles, or specialise in training different species."

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	its mainly training people with the skills and knowledge to train animals to educate the animal owner.	
• Industry (employer / employee), National	**Support the qualification**. I am just concerned that we have taken out a lot of the training methods and only supporting positive training, while this is the preferred training method and used where possible, in industry trainers may need to work with animals that need other methods in order to keep the animal and trainer safe, especially when working with aggressive and dangerous dogs, and trying to modify behaviours, I feel we are setting up for more euthanasia of animals as without the skills and knowledge to correctly work with these animals there is only one outcome	Thank you for your support and feedback.

The unit *ACMBEH407 Conduct animal behavioural assessments* addresses assessment of animals through a thorough process with checks to avoid euthanasia. Positive reinforcement is encouraged but not mandated. |
| • Industry (employer / employee) | **Support the qualification**. Good to hear you are looking at adding more units to assisted animal area. I feel it needs more disability and community services units to ensure professionals have skills not only in training animals but working with a person with a disability | Thank you for your comments.

The SMEWG considered adding a small selection of units from the CHC Community Services TP, and *CHCDIV001 Work with diverse people* has been added to the General Electives of the qualification. The other CHC units considered were not listed as their outcomes or their AR were considered not suitable for users of this qualification, but users of the qualification may import CHC units if they want, the number of elective units that can be imported was increased from 2 to 3.

Skills Impact is also aware that the animal-assisted services area is likely to require additional units, and potentially a new qualification to address the sector needs. This has been referred to the ACM IRC for consideration and possible future project work. |
| • RTO, NSW | Supports the qualification Good selection of elective options and flexibility in arrangement of these to suit different student cohorts | Thank you for your supportive comments. |
| • Industry (employer / employee), NSW | Does **not** support the qualification I believe the title should say conditioning not training. This course has much more to do with understanding the underlying principles of learning (conditioning) than teaching (training) a single or series of tasks.

This a level 4 course and conditioning is more appropriate. | Thank you for your feedback. The SMEWG reviewed the feedback on terminology and determined that *conditioning* is technically the correct term to use, but advised to retain *training* in the title of the qualification, for ease of recognition to the general public and employers. |

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Conditioning and training are not the same thing and should not be used as such. Operant conditioning describes a form of learning involved in more complex learning As nouns the difference between training and conditioning is that training is action of the verb to train while conditioning is the process of modifying a person or animal's behaviour.	
• RTO, NSW	Via survey/feedback hub In your view does this final draft meet the needs of industry? **Yes**	Thank you for your support.
• RTO, QLD	Suggest adding to elective Group A - *ACMACR407 - Conduct community awareness programs*	Thank you for the feedback. Suggestion adopted.
• Industry (employer / employee), VIC	Supports the qualification.	Thank you for your support.
• Industry (employer / employee)	Supports the qualification.	Thank you for your support.
Certificate IV in Animal Facility Management		
• Industry (National, NSW, SA, VIC) • RTO (VIC)	Via validation webinar – 30 June 2020 (Group 4) • Suggestion to move ACMCAS404 Develop, *implement and monitor enrichment strategies for animals* from electives to CORE	The suggestion was considered by the SMEWG and *ACMCAS404 (recoded ACMBEH402) Develop, implement and monitor enrichment strategies for animals* has been moved from the electives to the core.
• RTO, NSW	Via survey/feedback hub - Does not support If no, what changes are required in order for this qualification to meet the needs of industry? I am looking forward to this qualification being offered, I think it is an industry need. I think having the different streams is a great move. My concern is: Entry requirements- are there clear guidelines on what 'consistently demonstrated' equals? If the changes you have outlined above are made, will you	Thank you for the feedback. The entry requirements have been amended to better comply with the TPPP that state the entry requirements be specified as competencies. The term "consistently demonstrated" has been removed. The entry requirements now state – "Prior to commencing this qualification, individuals must have the skills and knowledge to: • work independently and within a team in an animal care workplace • provide husbandry care for a variety of species or breeds in an animal care workplace

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	be satisfied that the qualification meets the needs of industry? Yes	• apply and communicate solutions to predictable and at times unpredictable problems relating to animals, clients and job role in an animal care workplace • make judgements on the selection of equipment, techniques and contingency measures relating to safe work practices and animal welfare principles. These skills and knowledge may have been acquired through completion of a Certificate III or higher qualification relating to animal care, or through industry experience in an animal care workplace." While some advice has be provided in the ACM CVIG on these entry requirements, it is the RTO's responsibility to decide whether a prospective student meets the entry requirements.
• Industry (employer / employee), QLD	Supports the qualification	Thank you for your support.
• Industry (employer / employee), QLD	Supports the qualification	Thank you for your support.
• Industry (employer / employee), VIC	Supports the qualification	Thank you for your support.
• Industry (employer / employee), VIC	Supports the qualification. Agree with this given the tracked changes presented in the validation webinar. There is a clear need for this qualification in the welfare and companion animal management sector, so this is great work	Thank you for your supportive comments.
• RTO, VIC	Supports the qualification	Thank you for your support
• Industry (employer / employee), SA	Supports the qualification	Thank you for your support
• RTO, VIC	Added entry requirement has the potential to reduce participation in this training, course viability and therefore the availability of this training.	This feedback considered by the SMEWG that advised that entry requirements are necessary for this qualification. Individuals who do not meet the entry requirements would unlikely be able to succeed in the qualification or have sufficient practical animal care experience

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Commercial dog breeder issue. Managers working in a commercial dog breeding domestic animal business in Victoria are required to have a Certificate IV in Companion Animal Services (or equivalent) or five years' experience in animal husbandry. ACM40X20 Certificate IV in Animal Facilities Management is not equivalent. There is no equivalent Certificate IV qualification. Reduction of pathway options. Participants completing a Certificate II in Animal Studies will only have the Certificate III in Animal Care Services as a pathway option if they do not want to specialise in animal behaviour or animal control and regulation. Currently students with a Certificate II in Animal Studies can pathway directly to the Certificate IV in Companion Animal Services.	and expertise to be employed as team leaders, supervisors, and specialist technical roles within an animal care facility. With respect to the feedback about reduced pathways, it is noted that a person can gain entry with or without a qualification, if they can demonstrate the competencies described in the entry requirements. Refer also to the comments above on the amended entry requirements. The Dept of Agriculture of Victoria has been briefed about the changes occurring in the project, and is aware that the draft Certificate IV in Animal Facility Management that includes the revised ACMCAS406 Manage companion animal breeding, as well as the draft Animal Breeder Skill Set that includes the following units: • *ACMBEH301 Identify behaviours and interact safely with animals* • *ACMBEH302 Provide enrichment for animals* • *ACMGEN302 Care for young animals* • *ACMGEN303 Assess the welfare status of an animal* • *ACMGEN313 Carry out simple breeding procedures* • *ACMGEN405 Manage companion animal breeding* Skills Impact is aware the Dept of Agriculture is considering updating its requirements for Commercial dog breeders to reflect the latest components in the ACM Training Package. Ultimately, this will be their decision.
• Industry (employer / employee), NSW	Support - Strongly support the need for this Qualification - Support Entry Requirements - Recommend insertion of 'GENERAL' if student has not pursued Companion Animal/Wildlife - Recommend Enrichment unit be moved to CORE UNITS	Thank you for your support. The SMEWG considered the feedback and adopted the suggestions - • *ACMCAS404 (recoded ACMBEH402) Develop, implement and monitor enrichment strategies for animals* has been moved from the electives to the core • "General" has been added to the specialisation title for the general qualification for clarity
• Industry (employer / employee), NSW	Support	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), VIC	Support	Thank you for your support.
• RTO, VIC	Support Really like the idea of combining the two qualifications into one, allowing for a general qualification or a specialisation. Agree the entry requirements are appropriate for this qualification. Agree that ACMCAS404 would be a good core unit – bringing the qualification to 13 units of competency (6 core, 7 elective) at least.	Thank you for your support. The suggestion was considered by the SMEWG and *ACMCAS404 (recoded ACMBEH402) Develop, implement and monitor enrichment strategies for animals* has been from electives to core, and changed the Packaging rules as suggested – 6 core and 7 electives.

Proposed qualification for deletion

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Certificate IV in Pet Styling		
• Industry (employer / employee), VIC	Supports the deletion of this qualification	Thank you for your support.
• Industry (employer / employee), WA	Supports the deletion of this qualification	Thank you for your support.
• RTO, NSW	Supports the deletion of this qualification	Thank you for your support.
• Industry (employer / employee), VIC	Supports the deletion of this qualification	Thank you for your support.
• Industry (employer / employee), VIC	Supports the deletion of this qualification	Thank you for your support.
• Industry (employer / employee), QLD	Supports the deletion of this qualification	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NT	Supports the deletion of this qualification	Thank you for your support.
• RTO, VIC	In reference to your feedback on page 41 of The Feedback and Summary Report that the Skill Sets or Certificate IV in Animal Facilities Management provide pathways for those completing a Certificate III in Animal Care services, Victoria does not fund Skill Sets and the Certificate IV does not contain the ACMGRM units and has entry requirements that would prevent the entry of a person who may have experience in pet styling but not working in an animal facility. Most of the grooming units are only in the Certificate III and so the only option for a pet stylist in Victoria, is to complete the Certificate III specialisation in pet grooming, which is essentially, dog grooming.	There are two grooming units not listed in the *Certificate III in Animal Care Services* - ACMGRM*401 Carry out advanced grooming to dog breed standards* and *ACMGRM402 Groom cats of different breeds and coat types.* These can be imported as part of the electives when undertaking the *Certificate III in Animal Care Services* if a learner wants a funded pathway to these higher level grooming skills. This may be a realistic option in the states that do not fund skill sets. After considering feedback, it was decided to add the two units as electives in the *Certificate IV in Animal Facility Management*, to provide a fund pathway for these units.

Summary of validation feedback on Skill Sets

New skill sets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMSS0000X5 Animal Breeder Skill Set		
• Industry (employer / employee) National, NSW, SA, VIC • RTO, VIC	Via validation webinar - 30-June 2020 (Group 4) Suggest adding ACMGAS302 Provide enrichment	*ACMGAS302 Provide enrichment for animals* added to Skill Set
• Industry (employer / employee), NSW	Support - Recommend inclusion of Enrichment unit	Thank you for your support. *ACMGAS302 Provide enrichment for animals* added to Skill Set.
• Industry (employer / employee), NSW	Support	Thank you for your support.
• Industry (employer / employee), VIC	Support	Thank you for your support.
• RTO, VIC	Support If add an enrichment unit I would suggest ACMGAS302 – I think the level is better targeted at the type of cohort this is skill set is directed to I would keep ACMGAS304 as it provides a good basis for breeding – plus it is an Animal Breeder Skill Set!	Thank you for your support. *ACMGAS302 Provide enrichment for animals* added to Skill Set, and *ACMGAS304 Carry out simple breeding procedures* has been retained.
ACMSS0000X1 Advanced Dog Grooming Skill Set		
• Industry (employer / employee), ACT, NT X 2, QLD, VIC X 3, WA • RTO, NSW	Via validation webinar – 15 July 2020 Minor edits to unit titles and target group wording suggested	Minor edits to unit titles and target group wording made as suggested.
• Industry/employer, & Industry Association WA	Supports the skill set, as per changes made during meeting.	Thank you for the supportive feedback. Minor edits to unit titles and target group wording made as suggested.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Supports the skill set	Thank you for your support.
• Industry (employer / employee), VIC	Supports the skill set	Thank you for your support.
• Industry (employer / employee), VIC	Supports the skill set	Thank you for your support.
• Industry (employer / employee), QLD	Supports the skill set A great unit that reflects the advanced skills required and allows for groomers to continue studies to enhance their knowledge and skills	Thank you for your supportive comments.
• Industry (employer / employee), NT	Supports the skill set	Thank you for your support
• Industry (employer / employee), NT	Suggested rewording to Description and Target audience. Comment about codes and sequencing	Thank you for the feedback. Suggestions for broadening the description and target audience adopted. The unit codes have been revised to reflect sequencing of units for skill development. Refer also to the comments above regarding the removal of prerequisite units in two grooming units. The change in grooming prerequisites resulted in the units required to achieve the skill set being reduced from six to four. The skill set now requires: • *ACMGRM304 Perform grooms on cross breed dogs* • *ACMGRM305 Groom dogs to meet breed style and coat requirements* • *ACMGRM401 Carry out advanced breed standard grooming on dog breed groups* • *ACMGRM403 Enhance companion animal coat and skin condition*
ACMSS0000X2 Cat Grooming Skill Set		
• Industry (employer / employee), ACT, NT X 2, QLD, VIC X 3, WA • RTO, NSW	Via validation webinar – 15 July 2020 A prerequisite statement needs to be added	The following prerequisite statement has been added after the listed unit - Note: prerequisite units apply to some units in this skill set - denoted with an asterisk (*). All prerequisite units are incorporated in the skill set.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), VIC	Supports the skill set	Thank you for your support.
• Industry (employer / employee) & Industry association, WA	Supports the skill set, as per changes made during meeting.	Thank you for the supportive feedback. Please refer to comments above relating to addition of a statement regarding prerequisite units as agreed during the validation webinar.
• RTO, NSW	Supports the skill set	Thank you for your support.
• Industry (employer / employee), VIC	Supports the skill set	Thank you for your support.
• Industry (employer / employee), VIC	Supports the skill set	Thank you for your support.
• Industry (employer / employee), QLD	Supports the skill set	Thank you for your support.
• Industry (employer / employee), NT	Supports the skill set	Thank you for your support.
• RTO, VIC	Would ACMSPE305 Provide general care of domestic cats be required for the target group of experienced pet groomers? ACMSS000X1 Advanced Dog Grooming Skill Set does not include a unit on the care of domestic dogs or the unit ACMNEW3X4 Identify behaviours and interact with animals safely.	Thank you for the feedback. The SMEWG considered the feedback and advised that generally, people develop grooming skills with dogs and then move on to cats and other companion species. Although they may be experienced with dogs, they may not have a background working with cats. The SMEWG considered that ACMSPE305 provides a very good broad base of skills and knowledge, especially around behaviours, housing, enrichment, and multi-cat settings all of which affect a cat salon especially. Digestion also plays a pivotal role in the grooming process as well as opposed to a dog who you can easily almost toilet on demand. The unit is considered a relevant component of the skill set. *ACMSPE306 Provide general care of dogs* and *ACMNEW3X4 Identify behaviours and interact with animals safely* are both included in the *Certificate III in Animal Care,* and the SMEWG considered Pet Groomers should complete this qualification before undertaking the *Advanced Dog Grooming Skill Set.*

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NT	Re discussion on the units ACMNEW3X4 Identify behaviours and interact with animals safely and ACMSPE305 Provide general care of domestic cats. I am of the belief both units are necessary for the Cat Grooming Skill Set and required as prerequisites. They provide critical foundation skills to go on to grooming cats which is unlike grooming dogs. I would not like to assume prior knowledge of general care and both units are quite solid especially in relation to the difference in behaviours and temperaments and handling.	Thank you for your support and feedback. The SMEWG supports your view and both units have been retained in the Skill Set.
ACMSS0000X7 Animal Shelter Worker Skill Set		
• Industry (employer / employee) National, NSW, SA, VIC • RTO, VIC	Via validation webinar - 30 Jun-20 (Group 4) Supported – no changes	Thank you for the support.
• Industry (employer / employee), QLD	Supports the skill set	Thank you for the support.
• Industry (employer / employee), VIC	Supports the skill set	Thank you for the support
• Industry (employer / employee), VIC	Supports the skill set. Love the content and idea – concerns around uptake as per validation forum discussion.	Thank you for the supportive comments. Skills Impact is hopeful that the skill set will be taken up in all jurisdictions, even those that do not currently fund skill sets.
• RTO, VIC	Supports the skill set. Concerned about the practical take up but agree it should be available.	Thank you for the supportive comments. Skills Impact is hopeful that the skill set will be taken up in all jurisdictions, even those that do not currently fund skill sets.
• Industry (employer / employee), SA	Supports the skill set	Thank you for the support.
• Industry (employer / employee), NSW	Support	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Support	Thank you for your support.
• Industry (employer / employee), VIC	Support	Thank you for your support.
• RTO, VIC	Support Good skill set!	Thank you for your support.
ACMSS0000X3 Animal Management Coordination in Remote Communities Skill Set		
• Industry (employer / employee), VIC	Via validation webinar – 22 July 2020 (Group 4) Supports the skill set Consider adding a unit on working effectively with communities	Thank you for your support. The feedback was considered but potential units were not considered appropriate by the SMEWG.
• Industry (employer / employee), National	Supports the Supports the skill set	Thanks for your support.
ACMSS0000X4 Animal-assisted Services Skill Set		
• Industry (employer / employee) National 2, NSW X 3, SA, VIC X 3, TAS • RTO, NSW, VIC •	Via validation webinar - 3 July 2020 (Group 2) Suggest adding *CHCDIS010 Provide person centred services to people with disability with complex needs*	The SMEWG considered this feedback and decided not to add the unit to the skill set, as it would probably create a barrier to RTO's adding the skill set to their scope of registration.
• Industry/employer, TAS	Validation feedback – emailed Feedback suggests adding the following CHC units to the qualification: • CHCDIV001 Work with diverse people • CHCLEG003 Manage legal and ethical compliance • HLTAAP001 Recognise healthy body systems • HLTAID003 Provide first aid • HLTWHS002 Follow safe work practices for direct client care (These units are found in Disability Cert IV).	The SMEWG considered this feedback and decided not to add additional units to the skill set, as they would make the skill set too large.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Supports the skill set Could we add some more elective units that could come from the animal technology and vet nursing units to help the students change direction?	Thank you for the feedback. The SMEWG considered this feedback and decided not to add additional units to the skill set, as they would make the skill set too large.
• Industry (employer / employee), National	Supports the skill set Adding person centred practice is a good addition. To work train and work directly with a person with a disability and assistance animal would require a difference skill set e.g. Assistance animal services.	Thank you for the supportive feedback.

Revised skill sets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMSS00007 Microchip Implantation for Dogs and Cats Skill Set		
• Industry (employer / employee) National, NSW, SA, VIC • RTO, VIC	Via validation webinar - 30 June 2020 (Group 4) Suggestion to clarify 'target group' text to those seeking registration – not already registered	'Target group' wording updated to reflect the feedback: *This skill set is for Individuals who are seeking registration or authorisation as a state or territory 'approved microchip implanter for cats and dogs'.*
• Industry (employer / employee), NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Support	Thank you for your support.
• Industry (employer / employee), VIC	Support	Thank you for your support.
• RTO, VIC	Support Is the target group individuals who are already registered as a state or territory 'approved microchip implanter' or someone wishing to do so? My thoughts are it is an individual who wants to become a registered or authorised microchip implanter.	Thank you for your support. 'Target group' wording updated to reflect the feedback: *This skill set is for Individuals who are seeking registration or authorisation as a state or territory 'approved microchip implanter for cats and dogs'*

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMSS00016 Promote Animal Health in Remote Communities Skill Set		
• Industry (employer / employee), VIC	Via validation webinar – 22 July 2020 (Group 4) Supports the skill set Consider adding a unit on working effectively with communities	Thank you for your support. The feedback was considered but none of the existing available units were not considered appropriate by the SMEWG.
• Industry (employer / employee), National	Supports the Supports the skill set	Thank you for your support.

Proposed skill sets for deletion

There are no Skill Sets proposed for deletion.

Summary of validation feedback on Units of Competency

ANIMAL CONTROL & REGULATION (ACMACR) units of competency

New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMNEW3X5 Support veterinary activities in remote communities		
• Industry (employer / employee), VIC	Supports the unit Consider adding monitoring for notifiable diseases and transmission of disease from areas not controlled by AQIS	The SMEWG considered the suggestions made and the following changes have been made: Added to KE • awareness of possible notifiable diseases in area and regulatory reporting requirements Added to AC: • a remote *or regional/rural Aboriginal and Torres Strait Islander* community or an environment that accurately represents workplace conditions
• Industry (employer / employee), National	Supports the unit	Thanks for the support.
ACMNEW4X3 Plan and monitor remote community animal management activities		
• Industry (employer / employee), VIC	Supports the unit Consider making personnel broader i.e. animal and/or human health workers	Suggestion considered by the SMEWG and adopted: • *animal health worker* expanded to *animal, human and/or environmental health worker*
• Industry (employer / employee), National	Supports the unit	Thanks for the support.
ACMNEW4X4 Develop and implement animal management initiatives		
• Webinar forum – Group 1 (ACR) • Industry (SA & ACT), RTO (VIC)	Via validation webinar (Group 1) 20 Jul 2020 Discussion point • good unit but perhaps not suited to all AMOs – uptake will depend on LGA/council needs	The SMEWG considered the feedback and advised that no changes are required – this is a new elective unit that has been developed in response to stakeholder requests arising from workplace functional analysis.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Support the unit as an elective unit. I have doubts about the level of take up for this unit.	Thank for the feedback. Industry has advised the unit is required and will enable animal regulatory and management workers to be more proactive and strategic in their work.
• Industry (employer / employee), SA	Supports the unit.	Thank you for your support.

• Industry Association, National	Supports the unit.
	Re KE:
	• overview of common areas of coverage of domestic animal management, including:
	   • over-population and high euthanasia rates for dogs and cats – suggest change to "reasons for intake and euthanasia rates for cats and dogs" as both "over-population" and "high euth rates" are subjective terms and it is essentially the intake and outcomes that are important.
	• target audiences, including:
	   • animal owners, including owners of specific dog breeds – not sure this wouldn't be discriminatory and unsure what this would be aiming to achieve given the evidence showing that people are terrible at guessing the genetic heritage of dog breeds.
	• potential benefits of community engagement, including:
	   • suggest adding: increased human-animal bond
		Thank you for your support. Suggestions adopted by the SMEWG with edits made to reflect the feedback.
		
		KE – relevant points updated
		• reasons for euthanasia rates for dogs and cats
		• increased human-animal bond
		• target audiences, including animal owners

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMACR401 Administer animal management and regulatory requirements		
• Industry (ACT, SA) • RTO (VIC)	Via validation webinar (Group 1) - 20 July 2020 Discussion points:	The SMEWG considered the feedback and an amended the AC to be "workplace information management or *record keeping* system", to allow for situations where the individual may not have access to a workplace information system.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	• concerns about some learners who are not in a workplace being able to access record keeping/information management system • stakeholders indicated that simulating a record keeping/information management system is appropriate where there are access and privacy issues	Advice has also been added in the ACM CVIG that RTOs may simulate record keeping/information management systems where learners have difficulties accessing a workplace and/or relevant record keeping/information management systems.
• RTO, VIC	Supports the unit	Thank you for your support.
• Industry (employer / employee), SA	Supports the unit. There is a typo in the Application - 'to provide solutions for (a) predictable and unpredictable problems	Thank you for your support. The typo has been corrected.
• Industry Association, National	Supports the unit	Thank you for your support.
ACMACR402 Assess and impound animals		
• Industry (ACT, SA) • RTO (VIC)	Via validation webinar (Group 1) - 20 July 2020 No changes suggested.	Thank you for your support.
• RTO, VIC	Supports the unit. The term behavioural husbandry in PC 2.7 could be defined in the Implementation Guide	Thank you for the feedback. The term has been added to the glossary to be included in the ACM CVIG
• Industry (employer / employee), SA	Supports the unit.	Thank you for your support.
• Industry Association, National	Supports the unit. Element 1, PC 1.4 or 1.5 needs some reference to low stress handling	Thank you for your support. Edit made to reflect feedback. 1.5 Determine appropriate *low stress* methods, equipment and containment options for seizing target animal

ACMACR403 Identify and respond to animal behaviour in animal management and regulation environment		

• Industry (ACT, SA)
• RTO (VIC)
	Via validation webinar (Group 1) – 20 July 2020
	Discussion points:
	• PE – clarification of a suitably qualified person needed
	• KE – add *retired* as well as decommissioned
	• KE – point re animal welfare is very broad
		The glossary in the ACM CVIG explains that a suitably qualified person –
		
		"May include a veterinarian or other animal practitioner with expertise in behaviour, training and/or handling appropriate for the sector"
		
		The SMEWG considered the suggestions made in the validation webinar and the following changes have been made:
		• The KE has been edited to include:
		  • *retired* or decommissioned
		  • overview of the key principles of animal welfare and relevant approaches to assessing welfare and wellbeing

• RTO, VIC	Supports the unit with the minor modifications discussed during the validation forum	Points discussed during the validation forum have been actioned - see above.

• Industry (employer / employee), SA	Supports the unit.
	I don't like the term 'unusual' animal behaviour - atypical was used in another document and that would be preferable.
	Knowledge Evidence - under the risks associated with responding to animals behaviour… the second two dot points (starting feasibility...and possible...) don't fit well to me under the same umbrella. Maybe have as separate dot points?
		Thank you for the feedback. The terms unusual and atypical have been added to the glossary to be the ACM CVIG.
		
		The KE points have been modified:
		• risks associated with responding to animal behaviour, including:
		  • welfare and health of animals, owners, public
		  • duty of care and legal risks

• Industry Association, National	Supports the unit. Need to be consistent with the use of 'physiological' and 'psychological' arousal. Physiological is how the body is responding to something pushing it out of homeostasis and the other is essentially wakefulness. Physiological is measurable and referenced in the animal stress/coping-related behaviour research literature.	Thank you for your support. Edits have been made in PC 2.1 and PE to remove the term "physiological".
ACMACR404 Manage conflict situations in an animal management and regulatory environment		
• Industry (ACT, SA) • RTO (VIC)	Via validation webinar (Group 1) - 20 July 2020 Suggestions were made and recorded using Track Changes during the validation forum relating to terminology in unit application and PE	The SMEWG considered the suggestions and the following edits were made to reflect feedback. • Application and PE – minor wording edits • *resolve* changed to *manage* (App)

		• *developed* changed to *selected* (PE) • KE – added - *identification of relevant support services*
• RTO, VIC	Supports the unit with the minor modifications discussed during the validation forum	Points discussed during the validation forum have been actioned - see above.
• Industry (employer / employee), SA	Supports the unit.	Thank you for your support.
• Industry Association, National	Supports the unit. Element 1 in PC (1.1-1.4? Not sure how to best integrate) consider being more explicit about types of barriers to effective conflict management (e.g. barriers to effective communication, cultural or belief-based, potential barriers to implementation of and accessibility to common solutions). Alternately - 2.1 could be moved to Element 1 as it's more relevant to assessing the situation than responding. Suggest add in S.2 (or maybe PE) about listening skills and ensuring that the person being communicated with is also being heard. In PE, make some reference to the requirement for approach chosen to be consistent with de-escalation and culturally aware practices (covered well in KE but not in PE - not sure if should be in both?)	Thank you for your support. The SMEWG considered the suggestions and the following edits were made to reflect feedback. • PC2.1 moved to 1.6 • FS – listening skills expanded: • Use active and attentive listening techniques to determine key information
ACMACR405 Assist with the euthanasia animals		
• Industry (ACT, QLD, SA, VIC X 2) • RTO (VIC)	Via validation webinar forum (Group 2) - 20 Jul 2020 Support the unit Question – What is the correct spelling – *euthanased* or *euthanised*?	The following edit were made to reflect feedback. • *euthanised* replaces *euthanased*
• Industry (employer / employee), QLD	Supports the unit. Good content	Thank you for the supportive comments.

• Industry (employer / employee), VIC	Supports the unit.	Thank you for the support.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for the support.
• RTO, VIC	Supports the unit. Now represents the regulatory authorities and obligations for Victoria.	Thank you for the support.
• Industry (employer / employee), SA	Supports the unit.	Thank you for the support.
ACMACR406 Carry out animal holding facility procedures		
• Industry (ACT, QLD, SA, VIC X 2) • RTO (VIC)	Via validation webinar (Group 2) - 20 July 2020 Suggestions: • correct spelling – *euthanased* or *euthanised*? • terminology – *humane* or *low stress*	The SMEWG considered the suggestions made and the following changes have been made: • *euthanised* replaces *euthanased* • PE - *humane* manner has been replaced with *low stress* manner
• Industry (employer / employee), QLD	Supports the unit. Good content. A number of options for the Performance evidence	Thank you for the supportive comments.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for the support.
• Industry (employer / employee), VIC	Supports the unit. Suggest including some reference to other types of animal holding facilities in the 'Application' description e.g. quarantine or transport holding facilities	Thank you for the support. Suggestion adopted. Application – sentence added: • *Holding facilities may include shelters, pounds, quarantine or transport holding facilities*
• RTO, VIC	Supports the unit.	Thank you for the support

• Industry (employer / employee), SA	Supports the unit.	Thank you for the support

ACMACR407 Conduct community awareness programs

• Industry (ACT, QLD, SA, VIC X 2)
  • RTO (VIC
	Via validation webinar (Group 2) 20-Jul-20 Suggestion:
	
	• the unit could be updated to reflect the role of social media and digital/online platforms in delivering community awareness programs
		The SMEWG considered the suggestions made and the following changes have been made:
		• Revised PCs – minor edits PC1.1, 1.2, 2.2, 2.5 &3.2
		• FS – updated
		• PE – minor edits and requirement that *One program must be conducted to an audience face to face.*
		• KE – additional points to address changes to the unit.
		  • communication techniques to improve accessibility and inclusiveness
		  • potential barriers to:
		    ▪ effective communication, including cultural and language barriers,
		    ▪ program effectiveness, including legal and environmental barriers
		  • presentation techniques, including:
		    ▪ for different audiences, including children and adults
		    ▪ group delivery techniques
		    ▪ aids and materials to support presentations
		  • social media and online or digital media, including:
		    ▪ role and effectiveness for different purposes.

• Industry (employer / employee), QLD	Supports the unit.	Thank you for the support.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for the support.
• Industry (employer / employee), VIC	Supports the unit with the changes discussed in the validation forum	Thank you for the support. Refer to the comments above regarding several changes to unit in response to the validation forum suggestions.
• RTO, VIC	Supports the unit.	Thank you for the support.

• Industry (employer / employee), SA	Supports the unit.	Thank you for the support.

ACMACR408 Coordinate seizure of animals		
• Industry, ACT, QLD, SA, VIC X 2 • RTO, VIC	Via validation webinar forum (Group 2) 20-Jul-20 Discussion points • terminology – use *low stress* where applicable • PE & KE - add fragile animal and appropriate techniques	The SMEWG considered the suggestions made and the following changes have been made: • PC3.2 Use equipment legally, correctly and safely to capture animals in an ethical, low stress and humane manner • PE one animal must be: injured or fragile • KE point added: • handling techniques for small and/or fragile animals
• Industry (employer / employee), QLD	Supports the unit.	Thank you for the support.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for the support.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for the support.
• RTO, VIC	Supports for the unit is based on keeping the number of seizures required in the skills evidence to two only.	Thank you for the support. The SMEWG advised to retain the requirement of two seizures selected from the list of possible animal types in the PE.
• Industry (employer / employee), SA	Supports the unit.	Thank you for the support.

Proposed unit of competency for deletion

Stakeholder Comments and Identified Issues	**Consideration and Proposed Resolution**
ACMACR409 Prepare and present animal control and regulation case	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (ACT, SA) • RTO (VIC))	Via validation webinar (Group 1) - 20 July 2020 Support for deleting the unit and replacing with *PSPCRT007 Compile and use official notes* in the core of the *Certificate IV in Animal Regulation and Management*	Thank you for your support.
• RTO, VIC	Supports the deletion of the unit. This is more effectively dealt with in units such as PSPINV0001, 002, 003 and PSPREG011 and 012	Thank you for the supportive comments.
• Industry (employer / employee), SA	Supports the deletion of the unit.	Thank you for your support.
• Industry Association, National	Supports the deletion of the unit.	Thank you for your support.

GROOMING (ACMGRM) units of competency

New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMGRM2X1 Bath, dry and brush domestic dogs		

• Industry, ACT, NT X 2, QLD, VIC X 3, WA
• RTO – NSW, QLD
	Via validation webinar – 15 July 2020
	Suggestions:
	• Application – modify wording to address sole traders (not working under supervision)
	• Element 3 – add skills about dealing with dogs with special handling needs (as per element 4 in ACMGRM3X5)
	• KE – add:
	    • signs of stress in dogs
	    • safety data sheets
	    • revise wording of PPE point and standardise
		The SMEWG considered the suggestions made and the following changes have been made:
		• Application reworded to: They *may* work under supervision following defined instructions for routine tasks
		• new PC3.2 -Identify dogs with special handling requirements and use safe, low stress handling techniques appropriate to their needs
		• KE – added points:
		    • signs of stress in dogs
		    • safety data sheets
		    • handling techniques for dogs with special requirements, including for puppies, seniors, stressed and/or dogs with restricted movement
		    • personal protective equipment, including protection for hands, face, eyes, ears and/or feet

• Industry (employer / employee), VIC	Supports the unit
	I would like to see more on handling of animals and temperament/behaviour here. For the safety of the animals and the bathers.
		Thank you for the feedback. The following edits were made to reflect the feedback.
		• new PC3.2 Identify dogs with special handling requirements and use safe, low stress handling techniques appropriate to their needs
		• KE points:
		    • safe, low stress dog handling and restraint techniques and procedures
		    • handling techniques for dogs with special requirements, including for puppies, seniors, stressed and/or dogs with restricted movement

• Industry association, WA	Supports the unit with the changes made during the validation meeting	Thank you for the supportive feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Supports the unit Some additional points to be added to KE – safety data sheets, low stress handling, eye and ear protection.	Thank you for the supportive feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit	Thank you for your support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for your support.
• Industry (employer / employee), VIC	Supports the unit. May be done under supervision or without supervision, depending on the workplace	Thank you for your support. The following edit was made to reflect the webinar forum feedback. • Application reworded to: They *may* work under supervision following defined instructions for routine tasks

• Industry (employer / employee), NT	Detailed comments provided on unit. Most feedback covered in validation webinar.
	• Additional feedback - Not all groomers have a supervisor - Suggest rewording some sections to cover 'supervisor and/or client'.
	• Other minor rewording to PC3.3 and 3.5 suggested
		Thank you for the feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar. Other suggestions adopted:
		• Minor edits to PC1.1, 5.2 and FS
		• Suggested rewording to PCs adopted:
		  • 3.4 Check water temperature and pressure before thoroughly wetting/washing dog
		  • 3.6 Rinse to remove all product from dog coat.

ACMGRM4X1 Enhance companion animal coat and skin condition		

• Industry, ACT, NT X 2, QLD, VIC X 3, WA
• RTO – NSW, QLD
	Via validation webinar – 15 July 2020
	Suggestions:
	• application – revise wording to make broader
	• PE – add *staining (eye/tear or paw stains)*
		The SMEWG considered the suggestions made and the following edits were made to reflect feedback.
		• Application – revised wording to make broader
		  • The unit applies to pet groomers *and animal carers* who work in the companion animal industry sector where specialist grooming services *and/or products* are provided.
		• PE and KE – add staining (tear, saliva or urine stains)
		• KE – added points:
		  • safety of products used on animals, including:
		    o approved for use on animals

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		o concept of the Therapeutic Goods Administration o potential consequences of unsafe/non-approved products used on animals
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
• Industry (employer / employee) & Industry association, WA	Supports the unit with the changes made during the validation meeting	Thank you for the supportive feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit. Very relevant	Thank you for your supportive comments
• Industry (employer / employee), VIC	Supports the unit	Thank you for your support
• Industry (employer / employee), QLD	Supports the unit Still unsure whether or not to be a core unit or elective unit… happy with the content though.	Thank you for your support. The SMEWG considered the feedback and has retained this unit as a mandatory component of Pet Grooming specialisation.
• Industry (employer / employee), NT	Supports the unit	Thank you for your support.
• Industry (employer / employee), NT	Detailed comments provided on unit. Feedback and suggestions covered in validation webinar.	Thank you for the feedback. Refer to changes covered in validation webinar. • PE and KE added *staining (tear, saliva or urine stains)*

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMGRM3X5 Provide sanitary and hygiene grooms for companion animals		

• Industry, ACT, NT X 2, QLD, VIC X 3, WA
  • RTO – NSW, QLD
	Via validation webinar – 15 July 2020
	Suggestions:
	• Title – need to confirm or revise terminology - alternatives suggested:
	  • comfort
	  • shave-off
	  • necessary
	  • practical
	  • tidy
	• Elements - *Introduce grooming to dogs with special handling requirements* - Consider adding element 4 from GRM302 to this unit so it is taught earlier? Consider adding element 4 from GRM302 to this unit so it is taught earlier. Leave in or delete from GRM302?
	• PE - Should the points be separate? eg
	  • one groom covering face and feet
	  • one groom covering sanitary/groin area
	  • one groom involving a nail trim or grind
	• KE – check if dental disease should be listed
	  • Update PPE point
	  • Add safety data sheets.
		The SMEWG considered the suggestions made and the following edits were made to reflect feedback.
		
		• Title – the terminology the SMEWG agreed to is sanitary and hygiene – these terms and other grooming terminology is also explained in the ACM CVIG glossary
		
		• Elements – add element 4 from ACMGRM3X5 to the unit – the SMEWG supported this suggestion.
		
		• PE – points retained – not separated as suggested
		
		• KE
		  • *dental disease* retained – no diagnosis involved
		  • Updated - personal protective equipment, including protection for hands, face, eyes, ears and/or feet
		  • Added *safety data sheets*

• Industry (employer / employee), VIC	Supports the unit. Removal of the term Sanitary. It is incorrect terminology. The term refers to and is widely used in grooming, trimming the groin and bottom of animals. Not a full groom. It may cause confusion.	Thank you for the supportive comment. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee) & Industry Association, WA	Supports the unit with the changes made during the validation meeting	Thank you for the supportive comment. Refer to the comments above relating to changes made in response to feedback during the validation webinar.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Supports the unit - clarification on Sanitary/Hygiene meaning Need to add Safety Data Sheets	Thank you for the supportive comment. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit A little ambiguity around the sanitary, hygiene which created a little discussion. I would suggest that the glossary of terms would assist with this ambiguity.	Thank you for the supportive comment. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit	Thank you for your support.
• Industry (employer / employee), QLD	Supports the unit. Title reworded clearly to the describe the task(s)	Thank you for your supportive comments.
• Industry (employer / employee), NT	Supports the unit. There is still a lot of debate about the meaning of some terminology used in the unit	Thank you for the supportive comment. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), NT	Detailed comments provided on the unit sent via email and repeated during the validation webinar. Additional feedback - re prerequisite • Issues identified with having a 'dog' related unit as a prerequisite for a 'companion animal' unit. • KE - Suggest removing reference to dental disease in KE	The SMEWG considered the suggestions and advised: • Prerequisite - stakeholder feedback is that most people generally start bathing with dogs, and if required and have the skills, expand to other species which are typically more difficult. There are safety issues associated with bathing other species at AQF2 level • KE - dental disease retained – Refer to the comments above relating to changes made in response to feedback during the validation webinar.
ACMGRM302 Perform grooms on cross breed dogs		
• Industry, ACT, NT X 2, QLD, VIC X 3, WA • RTO – NSW, QLD	Via validation webinar – 15 July 2020 Suggestions: • terminology – cross or mixed breeds – group was satisfied with cross breeds • move element 4 - *Introduce grooming to dogs with special handling requirements* – to ACMGRM3X5 so it is taught earlier? Leave in or delete from GRM302? • CVIG – add advice on industry timeframes to complete a groom	The SMEWG considered the suggestions made and advised that: • terminology – cross breeds retained with reference to mixed breeds in the glossary • element 4 – retained in unit (included also in *ACMGRM3X5 Provide sanitary and hygiene grooms for companion animals*) • Suggested industry timeframes for grooming have been added to the glossary in the ACM CVIG • KE – added safety data sheets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	In your view does this final draft meet the needs of industry? No I suggest the unit ACMGRM302- name change to "Provide grooms on mixed breed dogs" the word 'mixed' has a softer overtone than 'cross' for pet dog owner	Refer to the comments above relating to changes made in response to feedback during the validation webinar..
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
• Industry (employer / employee) & Industry Association, WA	Needs time frame added within companion volume.	Thank you for your support. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• RTO, NSW	Supports the unit. • Maybe comments on industry recognised time requirements in companion animal volume (need to ensure animal welfare requirements) • Need to add Safety Data Sheets	Thank you for your support. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit Cross / mixed breeds again the glossary of terms would explain.	Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
• Industry (employer / employee), QLD	Supports the unit.	Thank you for your support.
• Industry (employer / employee), NT	Supports the unit	Thank you for your support.
• Industry (employer / employee), NT	Detailed comments provided on unit sent via email. Most feedback and suggestions covered in validation webinar. Additional feedback – also suggest including: • 'Use nail scissors to accustom dogs to the sensation of nail trimming' and 'Use nail	Refer to the comments above relating to changes made in response to feedback during the validation webinar. The following new PC has been added: 4.6 Use nail scissors and/or nail file/grinder to accustom dogs to the sensation of having nails groomed

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	file/grinder to accustom dogs to the sensation of nail filing and grinding'.	
ACMGRM301 Groom dogs to meet breed style and coat requirements		
• Industry, ACT, NT X 2, QLD, VIC X 3, WA • RTO – NSW, QLD	Via validation webinar – 15 July 2020 Suggestions: • positive feedback – minor edit to KE	The SMEWG considered the suggestions made and the minor edits were made to reflect the feedback, including adding PPE in the KE
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
• Industry (employer / employee) & Industry Association, WA	Supports the unit with the changes made during the validation meeting	Thank you for the supportive feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• RTO, NSW	Supports the unit. Need to add Safety Data Sheets	Thank you for the supportive feedback. Please refer to comments relating to changes made during the validation webinar above.
• Industry (employer / employee), VIC	Supports the unit I thought this was detailed and inclusive of industry needs.	Thank you for your supportive comments.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
• Industry (employer / employee), QLD	Supports the unit. A more comprehensive assessment that reflects the needs of the industry and also the standards by which we expect those holding the Certificate III qualification to have	Thank you for your supportive comments.
• Industry (employer / employee), NT	Supports the unit	Thank you for your support.
• Industry (employer / employee), NT	Detailed comments provided on unit. Most feedback and suggestions covered in validation webinar. Additional feedback in the unit sent via email – • Duplicate steps - See Steps 2.1 and 2.2. Suggest merging steps 3.3 and 3.4 with step 2.1 and 2.2	Thank you for the feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar. The SMEWG considered the suggestions and the following edits have been made:

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	• Element 4 - Suggest adding note to wash the dog… this seems to have been missed, however does not need to be assessed in detail (does not need to be an element) as is done in the prerequisite washing unit. Keep in mind, style groomers generally wash the dog first and some shaved or deshedding grooms can be washed after grooming.	• Elements 1 and 2 merged with revised, and reordered PCs to better reflect workflow.
ACMGRM405 Groom cats of different breeds and coat types		
• Industry, ACT, NT X 2, QLD, VIC X 3, WA • RTO – NSW, QLD	Via validation webinar – 15 July 2020 Suggestions: • PE – add information about accepted timeframes for grooming to the companion volume (approx. 40- 60 mins)	The SMEWG considered the suggestions and the following changes have been made: • Minor edits were made to reflect feedback. • KE – PPE point updated for consistency • Suggested industry timeframes for grooming have been added in the glossary in the ACM CVIG
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
• Industry (employer / employee) & Industry Association, WA	Supports the unit with the changes made during the validation meeting	Thank you for your support. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• RTO, NSW	Supports the unit. Need to add Safety Data Sheets Could add in staining Could add in if chemicals are registered to use on animals in AUS	Thank you for your support. Most suggestions adopted and added to KE Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• Industry (employer / employee), VIC	Supports the unit	Thank you for your support.
• Industry (employer / employee), VIC	Supports the unit	Thank you for your support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NT	Supports the unit. Don't like the word client	Thank you for your support. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• RTO, VIC	These units (GRM405 and GRM406) do not appear to be packaged into a qualification only in a skill set. Will these units effectively be orphaned?	Thank you for your feedback and these units have been listed as electives in the Certificate IV in Animal Facility Management so that they are not deemed orphan units.
• Industry (employer / employee), NT	Re discussion on the units ACMNEW3X4 Identify behaviours and interact with animals safely and ACMSPE305 Provide general care of domestic cats. I am of the belief both units are necessary for the Cat Grooming Skill Set and required as prerequisites. They provide critical foundation skills to go on to grooming cats which is unlike grooming dogs. I would not like to assume prior knowledge of general care and both units are quite solid especially in relation to the difference in behaviours and temperaments and handling.	Thank you for your support and clarification. Both the units are included in the Cat Grooming Skills Set, and *ACMNEW3X4 Identify behaviours and interact with animals safely* has been retained as the prerequisite to *ACMGRM405 Groom cats of different breeds and coat types*
ACMGRM406 Carry out advanced breed standard styling on dog breed groups		

• Industry, ACT, NT X 2, QLD, VIC X 3, WA
• RTO – NSW, QLD
	Via validation webinar – 15 July 2020
	Suggestions:
	• positive feedback – minor edits to breed typos
		The SMEWG considered the suggestions and the changes have been made:
		• Minor edits were made to reflect feedback.
		• KE
		  • PPE point updated for consistency
		  • Add Safety Data Sheets

• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support
• Industry (employer / employee) & Industry Association, WA	Supports the unit with the changes made during the validation meeting	Thank you for your support. Refer to the comments above relating to changes made in response to feedback during the validation webinar.
• RTO, NSW	Supports the unit. Need to add Safety Data Sheets	Thank you for your support. Refer to the comments above relating to changes made in response to feedback during the validation webinar.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), VIC	Supports the unit I thought this was detailed and inclusive of industry needs.	Thank you for your supportive comments.
• Industry (employer / employee), VIC	Supports the unit	Thank you for your support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for your support.
• Industry (employer / employee), NT	Supports the unit. Industry needs this unit. It needs to be marketed and trainers found to increase enrolments	Thank you for your supportive comments.
• Industry (employer / employee), NT	Detailed comments provided on unit via email. Most feedback and suggestions covered in validation webinar. Additional feedback – PE – undertaking all grooms specified will create barriers in tropical remote areas, such as the NT, where there are limitations to breeds (low population and hard to locate most of these breeds) and of those breeds, some owners do not go to groomers for pedigree standard grooming, instead, where not compromising the health and wellbeing of the dog, some request dogs coats (particularly those that live indoors in a controlled climate) be shaved, shortened or trimmed to the owners preference. Limitations also to those, such as myself, who only groom small and toy dogs. Will not ever groom the medium or large varieties i.e. Gundogs, and I only have the facilities to hold and manage small and toy dogs, therefore this requirement to demonstrate on larger dogs would create a barrier for those only meeting the smaller dog market, like myself. Suggest giving candidate the choice of size and breeds to choose from, however keeping the amount of five dogs (of different breeds).	Thank you for the feedback. Refer to the comments above relating to changes made in response to feedback during the validation webinar. The SMEWG advised that this is an advanced level unit where the expectation is that all breeds could be groomed to required standards. It also advised that most breeds listed in the PE can be accessed in NT, and the PE allows for a choice with in the dog breeds listed, so meeting the evidence requirements is possible.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	These units (GRM405 and GRM406) do not appear to be packaged into a qualification only in a skill set. Will these units effectively be orphaned?	Thank you for your feedback and these units have been listed as electives in the Certificate IV in Animal Facility Management so that they are not deemed orphan units.
• RTO VIC	Grooming unit prerequisite chain – • ACMGRM301*Groom dogs to meet breed style and coat requirements • ACMGRM302* Perform grooms on cross breed dogs • ACMGRM3X5* Provide sanitary and hygiene grooms for companion animals • ACMGRM2X1 Bath, dry and brush dogs This chain appears to be driving a delivery sequence (refer to 2.2.2 of Training Package Products Policy). Is each of these units essential to achieving the subsequent competency? Note that the unit ACMMGRM405 Groom cats of different breeds and coast types has one prerequisite unit ACMNEW3X4 Identify behaviours and interact safely with animals which may be argued as essential for the cat grooming unit but this prerequisite is not required for dogs (?).	After further consultation with the Pet Grooming SMEWG and the ACM IRC, the prerequisites have been removed from *ACMGRM303 Provide sanitary and hygiene grooms for companion animals* and *ACMGRM304 Perform grooms on cross breed dogs*, in order to comply with the Training Package Products Policy (TPPP). This means that *ACMGRM406 Carry out advanced breed standard styling on dog breed groups* now only has two prerequisite units rather than four. Cat grooming is an advanced skill generally undertaken by groomers who have gained experienced with dogs before moving to cats and other species. Cat behaviour and handling techniques are critical skills and knowledge to successfully groom cats. The unit *ACMNEW3X4 Identify behaviours and interact safely with animals* was not included as a prerequisite for the advanced dog grooming units, as it is a core unit in the Certificate III in Animal Care Services, and industry expects groomers to complete the Certificate III prior to developing skills to groom cats. As the cat grooming is not included in the Certificate III, it was considered appropriate to add a prerequisite in the unit.
• RTO VIC	**Orphan units** These units (GRM405 and GRM406) do not appear to be packaged into a qualification only in a skill set. Will these units effectively be orphaned?	Thank you for your feedback and these units have been listed as electives in the Certificate IV in Animal Facility Management so that they are not deemed orphan units.

Proposed unit of competency for deletion

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMGRM404 Provide creative styling for dogs		
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support.
• Industry (employer / employee) & Industry Association, WA	Supports the deletion of this unit	Thank you for your support.
• RTO, NSW	Supports the deletion of this unit. It was designed to align with competitions that were being run but the competition groomers were not interested in this unit after all.	Thank you for your supportive comments.
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support.
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support.
• Industry (employer / employee), QLD	Supports the deletion of this unit. This is NOT an employability skill and has had zero enrolments. We need to have better employability units and skill development. This unit must be removed.	Thank you for your supportive comments.
• Industry (employer / employee), NT	Supports the deletion of this unit	Thank you for your support.

COMPANION ANIMAL STUDIES (ACMCAS) units of competency

New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMNEW3X3 Walk and exercise dogs		

• Industry (employer / employee), ACT, QLD X 2, NSW X 4, SA, VIC
• RTO, NSW, QLD X 2, SA
	Via validation webinar - 30 June 2020 (Group 3)
	Suggestions:
	 Add points about:
	• selecting, correctly fitting and checking equipment
	• risks to self – manual handling / injuries
	• positive reinforcement/enrichment – rewards for
	• terminology - replace humane with low stress (handling)
		The SMEWG considered the suggestions and the following changes have been made:
		• PCS - Added PC2.6 Select, check and correctly fit dog walking equipment; moved PC2.8 to 3.4
		• PE - added point on manual handling risk
		• KE – added points
		  • enrichment/positive reinforcement items and activities
		  • personal injuries – added - manual handling

• Industry Association, QLD	Supports the unit PC 2.5 Check equipment rather than organise equipment	Thank you for your support. Suggestion adopted as raised in the validation webinar: • PC 2.6 Select, check and correctly fit dog walking equipment
• Industry (employer / employee), QLD	Supports the unit PC 2.5 Check equipment rather than organise equipment	Thank you for your support. Suggestion adopted as raised in the validation webinar: • PC 2.6 Select, check and correctly fit dog walking equipment
• Industry (employer / employee), NSW	Element 2 should include how to check if walking equipment is fitted properly PE should include examples of what you mean by a dog's emotional sate e.g. relaxed, fearful, aroused etc Should also include examples for physical capability e.g. does the animal suffer from arthritis? is it brachycephalic? Does it have 3 legs etc.	Suggestion adopted as raised in the validation webinar. • PC 2.6 Select, check and correctly fit dog walking equipment • KE – point added - basic overview of emotional states, including positive, neutral and negative
• RTO, NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Don't support Add information about equipment to ensure it is safe and appropriate for dog – for example need a slip lead or harness not put lead on a collar?	Suggestion adopted as raised in the validation webinar: • PC 2.6 Select, check and correctly fit dog walking equipment

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Support I'm very excited about this new unit!	Thank you for your support.
• RTO, SA	Support	Thank you for your support.
• Industry (employer / employee), National	Support 2.5 Identify appropriate equipment {e.g. does this dog walk in a collar? A halti? A harness? Does this dog have a condition that precludes use of specific equipment?) DISCUSSED AND AMENDED IN TELECONFERENCE	Thank you for your support. Suggestion adopted as raised in the validation webinar: • PC 2.6 Select, check and correctly fit dog walking equipment
• Industry (employer / employee), SA	• Incorporate manual handling – minimise risk of personal injury	Manual handling is included in the PE and KE
• RTO, QLD	Support	Thank you for your support.
• Industry (employer / employee), ACT	Support I think this is a great addition to the qualification as there are so many people involved in madpaws and other dog walking/pet sitting apps.	Thank you for the support.

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMCAS302 Provide advice on companion animal selection and general care		
• Industry (employer / employee), National, NSW, SA, & VIC • RTO, VIC	Via validation webinar forum - 30 June 2020 (Group 4) • Suggestion to add a point on use of technology / digital systems	The SMEWG considered the suggestion and the following change have been made: KE – new point added: • workplace information management systems, including digital systems

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Support - Consider including reference to digital competence for record keeping	Suggestion adopted. Edits made to reflect feedback: • KE and AC – point added information management systems, including digital systems
• Industry (employer / employee), NSW	Support	Thank you for your support
• Industry (employer / employee), VIC	Support	Thank you for your support
• RTO, VIC	Support Foundation skills – good detail used compared to previous versions. Elements and Performance Criteria – good flow, covers all steps. Good performance evidence – not too heavy, however clear and concise regarding requirements.	Thank you for your support
ACMCAS303 Provide advice aquatic animal selection and general care		
• Industry/Employer, VIC • RTO, WA	Via validation webinar forum - 30 June 2020 (Group 5) • Definition of 'aquatic' animals is needed • Terminology: *motional wellbeing* to *welfare* throughout unit *edical* to *preventative* treatments	The SMEWG considered the suggestions and the following changes have been made: • types of aquatic animals added to application section and KE • terminology changes to - Element 4 and PC4.4, 4.2 and PE and KE points
• Industry/Employer, VIC	Via validation survey Supported webinar forum (Group 5) points discussed. Additional minor edits provided in tracked changes of unit.	Suggestions adopted. Edits made to reflect feedback. Thank you.
ACMCAS305 Maintain aquariums or aquascapes and aquatic animals		
• Industry/Employer, VIC • RTO, WA	Via validation webinar forum - 30 June 2020 (Group 5) • Definition of 'aquatic' animals is needed • Change wording to – *aquariums and/or aquascapes* throughout unit as both are applicable	The SMEWG considered the suggestions and the following changes have been made: • types of aquatic animals added to application section and KE • terminology changes to title and throughout unit

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry/Employer, VIC	Via validation survey • Supported webinar forum (Group 5) points discussed. Additional minor edits provided in tracked changes of unit	Suggestions adopted. Minor edits made to reflect feedback. Thank you.
ACMCAS401 Advise on animal industry compliance and practices		
• Industry (employer / employee), National, NSW, SA, & VIC • RTO, VIC	Via validation webinar forum - 30 June 2020 (Group 4) • PE - clarification of volume/frequency requirements needed in point 2 i.e. 2 policies and 2 procedures. • KE - typo	The SMEWG considered the suggestions and the following changes have been made: • PE - developed at least two policies and two procedures for the workplace, selected from two of the areas above • KE – typo fixed
• Industry (employer / employee), NSW	Support Performance Evidence to stipulate 'two policies and two procedures	Thank you for your support. Suggested change made as per validation webinar – see above.
• Industry (employer / employee), NSW	Support	Thank you for your support
• Industry (employer / employee), VIC	Support	Thank you for your support
• RTO, VIC	Support Knowledge evidence: animal facilities and activities available for to clients including: - including what?	Thank you for your support. Typo fixed.
ACMCAS402 Manage and maintain avian housing *(previously Manage and maintain aviaries and bird rooms)*		
• RTO, WA & NSW • Industry/Employer, SA	Via validation webinar forums - 30 June 20 (Group 5) & 13 July 2020 Suggested to: • revise terminology • revise PE	The SMEWG considered the suggestions and the following changes have been made: • Title - change *aviaries and bird rooms* to *avian housing* – broader • PE revised – now - *least two different bird species in two different avian housin*g
ACMCAS403 Design, construct and maintain aquascapes		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry/Employer, VIC • RTO, WA	Via validation webinar forum – 30 June 2020 (Group 5) • Add types of aquatic animals covered by the unit • Add point about construction of tank or pond • workflow order discussed re PC3.5	The SMEWG considered the suggestions and the following changes have been made: PC3.2 updated to - Select or construct tank or pond and install substrate according to design specifications • PC3.5 reordered to 4.1 to address workflow - terminology *manager* changed to *carer* to make broader • KE – types of aquatic animals added
• Industry/Employer, VIC	Via validation survey Supported webinar forum (Group 5) points discussed. Additional minor edits provided in tracked changes of unit	Suggestions adopted and edits made to reflect feedback.
ACMCAS404 Develop, implement and monitor enrichment strategies for animals)		
	Refer to BEHAVIOUR AND TRAINING section	
ACMCAS406 Manage companion animal breeding		
• Industry (employer / employee), National, NSW, SA, & VIC • RTO, VIC	Via validation webinar forum - 30 June 2020 (Group 4) Suggestion - add into KE a point about when to seek veterinary advice for breeding matters	The SMEWG considered the suggestions and the following changes have been made: • KE point added - situations requiring veterinary advice and/or intervention, including mating and birthing complications
• Industry (employer / employee), NSW	Support - Recommend inclusion at Knowledge Assessment, of when to seek veterinary support/intervention during breeding/birthing	Thank you for your support. Suggestion adopted as per validation forum (see above)
• Industry (employer / employee), NSW	Support	Thank you for your support
• Industry (employer / employee), VIC	Support	Thank you for your support
• RTO, VIC	Support Specify both male and female anatomy?	Thank you for your support. Suggestion adopted.

Proposed unit of competency for deletion

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMCAS301 Work effectively in the companion animal industry		
• Industry Association, QLD	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), QLD	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), NSW	Supports deletion of the unit	Thank you for your support
• RTO, NSW	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), NSW	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), NSW	Supports deletion of the unit	Thank you for your support
• RTO, SA	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), National	Supports deletion of the unit	Thank you for your support
• RTO, QLD	Supports deletion of the unit	Thank you for your support
ACMCAS304 Capture, handle and transport companion animals		
• Industry Association, QLD	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), QLD	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), NSW	Supports deletion of the unit	Thank you for your support

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), NSW	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), NSW	Supports deletion of the unit	Thank you for your support
• RTO, SA	Supports deletion of the unit	Thank you for your support
• Industry (employer / employee), National	Supports deletion of the unit	Thank you for your support
• RTO, QLD	Supports deletion of the unit	Thank you for your support
ACMCAS307 Provide companion animal hydro-bathing services		
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), WA	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), NSW	Supports the deletion of this unit. It needs to be replaced	Thank you for your support
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), QLD	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), NT	Supports the deletion of this unit	Thank you for your support

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMCAS405 Purchase companion animal livestock		
• Industry (employer / employee), NSW	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), NSW	Supports the deletion of this unit	Thank you for your support
• Industry (employer / employee), VIC	Supports the deletion of this unit	Thank you for your support
• RTO, VIC	Supports the deletion of this unit	Thank you for your support
ACMCAS407 Provide professional companion animal grooming services		
	No feedback received	Deletion supported by Pet Grooming SMEWG
ACMCAS408 Manage the operation of a mobile hydro-bathing facility		
	No feedback received	Deletion supported by Pet Grooming SMEWG

GENERAL ANIMAL STUDIES (ACMGAS) units of competency

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMGAS101 Explore job opportunities in animal care and related industries		
• Industry (employer / employee), ACT, NT, QLD X 3 • RTO, NSW	Via validation webinar forum - 29 June 20 (Group 1) Supported - no changes	Thank you for your support
• Industry (employer / employee), SA	Supports unit	Thank you for your support
• RTO, NSW	Support the unit. Some discussion around students accessing more real life workplaces during this unit, but agreed this may be covered in ACMGAS102 Approach and handle a range of calm animals	Thank you for your support
• Industry Association, QLD	Support the unit. I feel that some level of hands on experience should be conducted. At a min, a tour of say 3 pet related facilities. If the course is designed for students to see what pathway are available in the industry and if they wish to pursue the industry, they can't know or fully appreciate this till they have seen or experienced the physical work, smells etc	Thank you for your feedback. The PE in this unit requires the individual to visit at least two animal care workplaces and identified the range of job functions and working and environmental conditions, including conduct and presentation standards.
• Industry (employer / employee), QLD	I totally understand the challenges for workplace visits as mentioned by one of the teachers during our session. Also taking into consideration that this is a Cert I and not necessarily to get a job. I still think some level of actual physical interaction with the 'dirty' side of the job would benefit them. So perhaps not 5 workplace visits, nor even 3, but would it be possible for these people to be able to be taken to one place to pick up some poop, clean out a cage, or something similar? I support the modules and understand where you are coming from with this being challenging at this level, but I feel it needs another mention and some level of consideration. I have been in the industry since I was five	Thank you for your feedback. The PE in this unit requires the individual to visit at least two animal care workplaces and identified the range of job functions and working and environmental conditions, including conduct and presentation standards.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	years old. Our family has seen person after person present even higher levels of qualifications than this who are simply unprepared mentally, and unable physically to handle the environment. So, if a majority of the people doing Cert I have a level of disability as has been mentioned, and you are doing this course simply to keep them engaged and keep them learning then it's OK not to add anything in. However, if you want them to be able to use it as a pathway to a higher level for those who want to proceed towards a career, or a pathway to understanding what this industry would mean to them, or a pathway to knowing if they can simply walk into a pets room or enclosure and handle the basics like the smell and physical contact, then it is only fair to them that the opportunity is given at the earliest level possible so that they are not simply spending years jumping from Cert one in one course, to the next to the next to the next.	
• Industry (employer / employee), QLD	Supports the unit. The specifications and clarifications made here are both appropriate and achievable when considering the capabilities of students, trainees, work placement and community volunteers who are interested in animal care, while taking into account the limitations placed on certain training providers [EG secondary schools closed bracket, individuals themselves, being school aged, living with disability and / or with limited access to transport, economic support and so on.	Thank you for your support.
ACMGAS102 Approach and handle calm animals		
• Industry (employer / employee), ACT, NT, QLD X 3 RTO, NSW	Via validation webinar forum - 29 Jun 2020 (Group 1) Supported - no changes	Thank you for your support.
• Industry (employer / employee), SA	Supports the unit	Thank you for your support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, NSW	Supports the unit. Some suggestions to add in some body language observation into the performance evidence but it may not be appropriate for level 1 students	Thank you for your support. Suggestion adopted and added to PE: • confirmed potential hazards and risks, including *basic awareness of animal body language*
• Industry (employer / employee), QLD	My comments from above apply to all three of these GAS modules, because if you decide to add something in like my suggestion it may be better placed in one of these other two modules, you would know the best place. The comment was made by another participant that there needs to be consideration to this being a national level course and therefore needs to suit even those registered training organisations working with people in remote areas or online. This is significant challenge an I understand that, but I do not want the nature of this work to be underestimated compared to other industries. Whilst you have said this level is not really for preparation of workplaces and obtaining a job, I just worry it is not fair on those doing this course and perhaps expecting that they will be able to complete this and move forward, when they have not been given I eyes wide open view of what this pathway would lead to inevitably. I guess to me, of pathway means a way of achieving a specific result, serving as a path, a course of action, a way forward. After seeing so many lost and disappointed young people over the years coming along totally disillusioned as to what working with animals will entail, I'm conscious of us as a country providing as much support in the early days to ensure that the course is right for them, wasting less time for them and less money for those who are self funding as well.	Thank you for the feedback. The concerns raised about the need to experience practical work in an animal care workplace are covered in ACMGEN101 Explore job opportunities in animal care and related industries – Refer to the comments above about this unit. It is also worth noting that all the units covered by this project require assessment of practical (hands on) skills as outlined in the PCs and PE.
• Industry association, QLD	Supports the unit. Agree with comments above	Thank you for the feedback. See comments above.
• Industry (employer / employee), QLD	Supports the unit. The update to the language used is more appropriately aligned with current industry values and helps to define the framework of the package	Thank you for the supportive feedback.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMGAS103 Assist in the care of animals		
• Industry (employer / employee), ACT, NT, QLD X 3 • RTO, NSW	Via validation webinar forum - 29 June 20 (Group 1) Supported - no changes	Thank you for your support
• Industry (employer / employee), SA	Supports the unit	Thank you for your support
• RTO, NSW	Supports the unit.	Thank you for your support
• Industry (employer / employee), QLD	It was mentioned when we asked early on that there would be no requirement for physical hands-on experience at this level. We were running out of time in this session so didn't want to interrupt again but I'm confused about this area as the performance criteria says things like observe animal behaviour and approaching an animal and moving secured animals - is this the intention Of all of these to be trained from a book? If so my comments about as a suggestion for some(even very minimal) level of real physical interaction would help enormously for the people learning to really understand this pathway and where it is leading them, but at the very least a range of videos would need to be used for training to show them how to physically do it.	Thank you for the feedback. Refer to the comments above on the need for practical skills and workplace experience in the responses to feedback for ACMGAS101 and ACMGAS102
• Industry Association, QLD	Support the unit. Agree with comments above	Thank you for your support. Refer to the comments above.
• Industry (employer / employee), QLD	Supports the unit. The modifications and specifications made, as well as the structure is more concise and supports its intention to introduce key aspects of animal care.	Thank you for your support.

ACMGAS201 Work in the animal care industry		
• Industry (employer / employee) QLD X 2, ACT, NSW X 4 • RTO (NSW, SA)	Via validation webinar forum - 29 June 2020 (Group 2) Work placement requirement is needed in the qualification to ensure learners have practical experience in the industry. Participants agreed that a minimum of 80 hours is appropriate.	The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (ACMGAS201 Work in the animal care industry, ACMGAS203 Complete animal care hygiene routines and ACMGAS205 Assist in health care of animals). The following changes were made to this unit: • AC - remove the option to simulate the assessment environment • PE - strengthened by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.
• RTO, VIC	Not equivalent but the mapping shows that the code is unchanged.	The code has been changed to ACMGEN201 Work in the animal care industry as part of the creation of the final draft and mapped as not equivalent.
• RTO, NSW	Supports the unit	Thank you for the support.
• Industry Association, QLD	Supports the unit. Add in practical component of 80 hours minimum of work experience or similar. This needs to be somewhere in this certificate, and discussions lead to this being the best module as it is general and not specific to any particular animal tasks but includes working in the industry and with animals.	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 (recoded to ACMGEN201) Work in the animal care industry, ACMGAS203 (recoded to ACMGEN202) Complete animal care hygiene routines* and *ACMGAS205 (recoded to ACMGEN204) Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.

•	Industry (employer / employee), QLD	Supports the unit. Add in practical component of 80 hours minimum of work experience or similar. This needs to be somewhere in this certificate, and discussions lead to this being the best module as it is general and not specific to any particular animal tasks but includes working in the industry and with animals.	Thank you for the support. See comment above.
•	Industry (employer / employee), NSW	Supports the unit.	Thank you for the support.
•	Industry (employer / employee), NSW	Don't Support Need work placement	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 (recoded to* ACMGEN201) *Work in the animal care industry, ACMGAS203 (recoded to ACMGEN202) Complete animal care hygiene routines* and *ACMGAS205 (recoded to ACMGEN204) Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.
•	Industry (employer / employee), NSW	As a trainer I find the new unit difficult to work out how I would assess, especially Elements 2 and 3. Regarding the scientific names-do students need to identify 10 x of each:- companion animals livestock wildlife/native animals declared pest animals with scientific names? I just found these sections a bit confusing There's also a big emphasis on breed recognition now, but no mention of cross bred animals, which in many facilities are the vast majority of animals.	Thank you for the feedback. • Assessment of elements 2 and 3 can include simulated resources (videos/photos etc) if the range of live animals is not available in the workplace – this is made clear in the AC. • Scientific names covers a total of 10 species or breeds – not 10 of each category listed. • Re: cross breeds – this unit has been designed for use across a wide variety of ACM sectors and a range of workplaces, including those where breeds may be more applicable than species.
•	RTO, SA	Supports the unit.	Thank you for the support.

• RTO, NSW	KE Cat groups change to Cat breeds KE To include Cytotoxic waste handling and disposal	Thank you for the feedback. KE – changes made: • Cat *groups* changed to Cat *breeds* • Cytotoxic waste not added – not needed for this level
• Industry (employer / employee), ACT	If work experience needs to be linked to Cert II qualification, I think it would be best to link to this unit	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 (recoded to* ACMGEN201) *Work in the animal care industry, ACMGAS203 (recoded to ACMGEN202) Complete animal care hygiene routines* and *ACMGAS205 (recoded to ACMGEN204) Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.
ACMGAS203 Complete animal care hygiene routines		
• Industry (employer / employee) QLDx2, ACT, NSWx4 • RTO (NSW, SA)	Via validation webinar forum - 29 June 2020 (Group 2) Supported - no changes	Thank you for the support.
• RTO, NSW	Supports the unit	Thank you for the support.
• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.

• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• RTO, SA	Supports the unit	Thank you for the support.
• RTO, NSW	Supports the unit. I feel that personal hygiene in between patients or animal interactions to reduce transmission of infections should be included and highlighted Work-flow of elements is well done	Thank you for the support. Personal hygiene is covered in KE point: • hygiene control practices, including: • personal hygiene practices, including washing and drying hands before and after animal contact
• Industry (employer / employee), ACT	Supports the unit	Thank you for the support.
ACMGAS204 Feed and water animals		
• Industry (employer / employee) QLD X 2, ACT, NSW X 4 • RTO (NSW, SA)	Via validation webinar forum - 29 June 2020 (Group 2) Supported - no changes	Thank you for the support.
• RTO, NSW	Supports the unit. Some discussion about adding in hours for Work placement/on the job hours	Thank you for the feedback. The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 (recoded to* ACMGEN201) *Work in the animal care industry, ACMGAS203 (recoded to ACMGEN202) Complete animal care hygiene routines* and *ACMGAS205 (recoded to ACMGEN204) Assist in health care of animals*) as follows: • In the Assessment Conditions (AC) to remove the option to simulate the assessment environment • Strengthened the Performance Evidence (PE) by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace.

• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• RTO, SA	Supports the unit	Thank you for the support.
• RTO, NSW	Supports the unit.	Thank you for the support.
• Industry (employer / employee), ACT	Supports the unit	Thank you for the support.
ACMGAS205 Assist in health care of animals		
• Industry (employer / employee) QLDx2, ACT, NSWx4 • RTO (NSW, SA)	Via validation webinar forum - 29 June 2020 (Group 2) Supported - no changes	Thank you for the support.
• RTO, VIC	Mapping indicates that new performance criteria have been added but remains equivalent. Is this correct? Review equivalence. PC 4.1 removed from older unit and new PC 4.2 added. Do the units map?	Thank you for the feedback. The unit mapping information has been reviewed and the unit left as Equivalent. The unit mapping comments have changed to – • Minor changes to performance criteria for clarity and to reflect current industry practice • Assessment requirements updated
• RTO, NSW	Supports the unit. Some discussion about adding in hours for Work placement/on the job hours	Thank you for the support The practical experience and work placement issue was considered and discussed in detail with the SMEWG. After exploring all the implications of mandating work placement, including for learners in regional areas, it was agreed to change the Assessment Requirements of the following core units (*ACMGAS201 (recoded to* ACMGEN201) *Work in the animal care industry, ACMGAS203*

		(recoded to ACMGEN202) Complete animal care hygiene routines and *ACMGAS205 (recoded to ACMGEN204) Assist in health care of animals*). The following changes were made to this unit: • AC - remove the option to simulate the assessment environment • PE - strengthened by adding more detailed animal care tasks, including some 'dirty jobs'. This means that these units must be assessed in an animal care workplace..
• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit. Knowledge evidence- includes treatment protocols- is this relevant to cert 2 level? Most facilities require the animal taken to a vet, and the vet does the treatment protocols	Thanks for the support. Suggestion adopted. • KE - treatment protocols deleted
• RTO, SA	Supports the unit	Thank you for the support.
• RTO, NSW	Supports the unit.	Thank you for the support.
• Industry (employer / employee), ACT	Supports the unit	Thank you for the support.
ACMGAS3XX (~~ACMGAS207~~) Provide reception services for an animal care facility		

• Industry (employer / employee) QLDx2, ACT, NSWx4
 	
RTO (NSW, SA)
	Via validation webinar forum - 29June 2020 (Group 2)
	
	ACMGAS207 Provide reception services for an animal care facility should be AQF 3 – too high level
	
	Need to add to unit points relating to:
	
	• privacy and confidentiality of client information
	• low stress animal restraint and handling techniques
		Thank you for the feedback.
		The SMEWG considered the suggestions and the following changes have been made:
		• Unit recoded to reflect AQF3 level and application description updated
		• KE – minor edits – added points relating to:
		  • privacy and confidentiality of client information
		  • low stress animal restraint and handling techniques

	• record keeping/information management systems	• record keeping/information management systems • AC – added - information management/customer relationship record keeping system
• RTO, NSW	Supports the unit. Concerns raised about students being able to actually provide the office reception duties relating to dealing with customers as this is a job for experienced staff. This is often 'role played' with staff acting as real customers. Suggest changing focus to 'Assist' and 'observe' or raise this to a level 3 unit	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes.
• Industry Association, QLD	Do not support. Too complex for certificate 2 at this is a Level 3 work outcome and should be moved to certificate 3. We cannot have workplace students dealing directly with customers.	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes.
• Industry (employer / employee), QLD	Do not support. Too complex for certificate 2 at this is a Level 3 work outcome and should be moved to certificate 3. We cannot have workplace students dealing directly with customers.	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes.
• Industry (employer / employee), NSW	Does not supports the unit. This is a level 3 unit, and would suggest rework as level 3 unit and remove from Cert II qual.	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes.
• Industry (employer / employee), NSW	Don't support To re-work as a level 3 qualification, and remove from cert 2. Also, considering this will be an elective unit-why do we need to specify 'live' animals? Could we add simulated animals/replicas to this one too?	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes. AC – The SMEWG advised to leave 'live animals' in the AC as they are needed to complete the PE and PCs3.1 & 3.2
• RTO, SA	Supports the unit.	Thank you for the support.
• RTO, NSW	Does not support the unit. EI Process a client and patient upon arrival for an appointment in a polite and efficient manner E4 Maintain client information confidentiality KE Workplace procedures: • Special stock order for a client • Use of a common software system	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes. Suggestions adopted: • PC1.6 (revised) *Process client/animal upon arrival* and monitor waiting clients and keep them informed of appointment progress or delays KE: • Stock control added to KE point

	Possibly alter the subject to role play or assist instead of actually carrying out the task due to the complexity of the task otherwise move to a level 3 qualification	
• Industry (employer / employee), NSW	Don't support Level 3 unit, remove from level 2 qualification or downgrade it to "assist with reception duties"?	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes.
• Industry (employer / employee), ACT	Does not support the unit. Please rework for level 3, too complex for level 2. Also use terms like 'assist'. Also a unit that should require some work experience	Thank you for the feedback. Refer to the comment above on the recoding of the unit to reflect AQF level 3 outcomes.
ACMGAS208 (&209) Source and provide information for animal care needs		
• Industry (employer / employee) QLDx2, ACT, NSWx4 • RTO (NSW, SA)	Via validation webinar forum - 29 June 2020 (Group 2) Supported - no changes	Thank you for the support.
• RTO, NSW	Supports the unit.	Thank you for the support.
• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the unit.	Thank you for the support.
• RTO, SA	Supports the unit	Thank you for the support.

• RTO, NSW	Supports the unit. Great method of teaching and assessing the ability of researching quality information	Thank you for the support.
• Industry (employer / employee), ACT	Supports the unit	Thank you for the support.
ACMGAS301 Maintain and monitor animal health and wellbeing		
• Industry (employer/employee) QLDx2, ACT, NSWx4, SA, VIC), • RTO (NSW, SA, QLDx2)	Via validation webinar forum - 30 June 2020 (Group 3) • Revise PC1.3 to make broader – link to KE • Edits to wording – *isolation and/or quarantine* throughout unit as both are not always applicable in all workplaces	The SMEWG considered the suggestions and the following changes have been made: • PC1.3 broadened - *Categorise broad types of common animal disease and their impact on animals and humans* • Edits throughout unit for consistency - *isolation and/or quarantine*
• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Don't support PC 1.3 & 1.4 change the word identify to describe	Thank you for the feedback. • PC1.3 wording changed from *identify* to *categorise* • PC1.4 wording changed to *identify* and *describe*
• RTO, NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Don't support • I think students should not have to 'identify diseases' in 'live' animals'. For suggested changes to PC see separate word document. PC 1.3, 1.4 • I am concerned about references to isolation and quarantine. I think it should at least say isolation OR quarantine. AC – should say isolation or quarantine – for example a student in a vet clinic would not have access to quarantine but would isolation. I have made some suggested changes in the PC, PE and KE in a separate document. Marked up document recommended changes: • PC1.3 "Identify" change to "Describe"	Thank you for the feedback. Changes have been made in response as follows: • PC1.3 wording changed from *identify* to *categorise* • PC1.4 wording changed to *identify* and *describe* • Edits throughout unit - *isolation and/or quarantine* Suggested changes were considered by the SMEWG and several suggestions have been adopted.

		• PC1.4 "Identify" change to "Describe" • PC1.5 Prepare and maintain isolation and quarantine" change to "Prepare and maintain isolation or quarantine" • PC1.6 Identify and isolate animals requiring quarantine and maintain quarantine records" change to "1.6 Identify and isolate animals requiring isolation or quarantine and maintain records" • PC2.2 add in "...and follow **isolation or** quarantine..." • PE bullet 4 suggested change to "• maintained records of observations, monitoring activities and samples, **including isolation or quarantine records where relevant**" • KE bullet 9 suggest change to "• quarantine **or isolation** protocols"	
•	Industry (employer / employee), NSW	Support Agree with the comments about PC 1.3 and 1.4 using terms describe etc rather than identify. This could also occur on animal replicas or video rather than live? Agree with comments on PC 1.5 and 1.6 about quarantine OR isolation	Thank you for the feedback. the following changes have been made: • PC1.3 wording changed from *identify* to *categorise* • PC1.4 wording changed to *identify* and *describe* • Edits throughout unit - *isolation and/or quarantine* AC – allows for videos/photos to be used for identification of diseases where live samples are not available
•	RTO, SA	Support	Thank you for the support.
•	Industry (employer / employee), National	Support PC 4.1, - what is an authorised animal treatment? Consider amending to same as 4.2 "routine preventative health treatments".	Thank you for the support. • PC4.1 *'authorised* animal treatment has been changed to *prescribed* animal treatment
•	RTO, QLD	Supports the unit. 1.3 and 1.4 - change "Identify" to "Describe".	Thank you for the support. • PC1.3 wording changed from *identify* to *categorise* • PC1.4 wording changed to *identify* and *describe*
•	Industry (employer / employee), ACT	Support	Thank you for the support.
ACMGAS302 Provide enrichment for animals			
•	Industry (employer/employee) QLDx2, ACT, NSW x 4, SA, VIC),	Via validation webinar forum - 30 June 2020 (Group 3) • APP – minor edits suggested – add *short term* (as well as longer-term) for consistency with PE and PCs • PC3.4 expand to address meeting individual needs as well as species	All suggestions adopted. Edits made to reflect feedback: • APP – …animals, *including* those housed short or long-term in an animal care facility. 2nd para – *may be* replaced with *is* necessary

• RTO (NSW, SA, QLD x 2)	• KE – add a point to cover positive reinforcement training as an enrichment strategy	• PC3.4 Implement enrichment strategy appropriate to the species and/or individual animal according to workplace procedures • KE - strategies to encourage natural behaviour, including activities and equipment for: …. • *positive reinforcement training or conditioning*
• Industry (employer / employee), SA	Via validation survey - Does not support If no, what changes are required in order for this unit to meet industry needs? edits as discussed in webinar 30/6 If the changes you have outlined above are made, will you be satisfied that the unit meets the needs of industry? Yes	Thank you for the feedback. The edits discussed in the webinar have been made.
• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Don't support • PC1.2 I do not agree with using the word normal for animal behaviour as people's definition of normal can vary significantly. Maybe use the word common when describing behavioural patterns for a species. • PC 3.4 should include the individual needs of an animal for enrichment • The application of the unit should specify that all animals require enrichment not just those housed long or short term.	Thank you for the feedback • terminology i.e. for normal behaviour has been included in the glossary of the ACM CVIG • PC3.4 – changes made as per validation webinar discussion • Application – changes made as per feedback to include all animals
• RTO, NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Don't support Application – should say short-term and long-term	Thank you for the feedback. • Application – changes made as per validation webinar discussion, and now reads - • …animals, *including* those housed short or long-term in an animal care facility.
• Industry (employer / employee), NSW	Support	Thank you for your support.
• RTO, SA	Support	Thank you for your support.

•	Industry (employer / employee), National	Support Application: The unit applies to individuals working in the animal care industry **where it is necessary** to provide enrichment programs for animals, not **where it may be necessary**	Thank you for the feedback. Application – changes made as per suggestions raised during validation webinar discussion
•	Industry (employer / employee), SA	Knowledge evidence • Include reference to positive reinforcement / training as a form of enrichment	Thank you for the feedback. KE – changes made as per suggestions raised during validation webinar discussion
•	RTO, QLD	Support	Thank you for your support.
•	Industry (employer / employee), ACT	Support	Thank you for the support.
ACMGAS303 Provide nutritional requirements for animals			
• •	Industry (employer/employee) QLDx2, ACT, NSWx4, SA, VIC), RTO (NSW, SA, QLDx2)	Via validation webinar forum - 30 June 2020 (Group 3) Suggestions to add to the unit: • importance of following instructions • health problems that impact on diets • cover individual needs as well as general species needs • Revise PC2.4 and 2.7 – too specific re calculations and diet plans	The SMEWG considered the suggestions and the following changes have been made: • PCs updated 2.4, 2.7 and new 4.7 • 2.4 Estimate and/or calculate feed and water requirements, based on provided diet plan • 2.7 Document diet provided to animals according to workplace procedures or instructions • 4.7 Handover individual dietary information to team member or client • PE – induvial needs emphasised -… include two species and two different *individual* dietary needs • KE – add points on • importance on compliance with veterinary or supervisor instructions for specific animals • health problems that impact on diets
•	Industry Association, QLD	Supports the unit	Thank you for the support.
•	Industry (employer / employee), QLD	Supports the unit	Thank you for the support.

• Industry (employer / employee), NSW	PC 2.7 should state document diet provided not document diet plans Individual dietary needs should also be considered when feeding animals e.g. health status, age, etc.	Thank you for the feedback. • PC2.7 – changes made as per suggestions raised during validation webinar discussion
• RTO, NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Don't support Not happy with the PCs 2.4 Calculate feed weight and water requirements, based on animal profile 2.7 Document diet plans according to workplace procedures or instructions Would prefer they be something like: 2.4 Estimate or calculate required amount of food and water based on diet plan provided 2.7 Document diet provided according to workplace procedures or instructions	Thank you for the feedback. • PCs 2.4 and 2.7 – changes made as per suggestions raised during validation webinar discussion
• Industry (employer / employee), NSW	Supports the unit	Thank you for the support.
• RTO, SA	Supports the unit	Thank you for the support.
• Industry (employer / employee), National	Support Consider detailing an individual s specific dietary requirements according to personal physiology or disease process – e.g. a dog with few teeth and/or advanced dental disease may require soft food, cat with urinary issues may require a urinary diet DISCUSSED AND AMENDED IN TELECONFERENCE	Thank you for the feedback. Changes made as per suggestions raised during validation webinar discussion (PC4.7 and PE)
• Industry (employer / employee), SA	Element 4. Monitor feeding and watering practices Performance criteria • Include a "Provide handover to client or team member" either as a new point or incorporate into 4.2 Identify and report abnormal feed intake or feeding behaviour according to the workplace procedures	Thank you for the feedback. • PC4.7 Changes made as per suggestions raised during validation webinar discussion
• RTO, QLD	Supports the unit	Thank you for the support.

• Industry (employer / employee), ACT	Supports the unit	Thank you for the support.

ACMGAS304 Carry out simple breeding procedures		
• Industry (employer/employee) National, NSW, SA, VIC), • RTO (VIC)	Via validation webinar forum - 30 June 20 (Group 4) Supported - no changes	Thank you for the support.
• Industry (employer / employee), NSW	Support	Thank you for your support.
• Industry (employer / employee), NSW	Support	Thank you for your support.
• Industry (employer / employee), VIC	Support	Thank you for your support.

• RTO, VIC	Support
	 This is only a 40 hour unit – do they want to follow the same animals through from mating, parturition to weaning?
	 Should there be specific knowledge evidence on oestrous and spermatogenesis? Specify both male and female anatomy?
		Thank you for the support.
		 • PE – the same animal/s are not specified as gestation/breeding cycles vary according to species
		 • KE – added:
		     • oestrous and spermatogenesis
		     • male and female anatomy

ACMGAS305 Provide basic first aid for animals		

• Industry (employer/employee) QLDx2, ACT, NSWx4, SA, VIC),
 • RTO (NSW, SA, QLDx2)
	Via validation webinar forum - 30 June 2020 (Group 3)
	
	 Need to add in:
	
	 • element 1 – add - identify animal (PC1.2)
	 • terminology - replace *catch* with *approach* and *humane* with *low stress (handling)*
	 • KE - expand points on risks in providing first aid
		The SMEWG considered the suggestions and the following changes have been made:
		 • PC 1.2 *Identify the animal* and hazards and take action to minimise immediate risks to self, other people, the injured animal and other animals
		 • PE – *identified animal* added
		 • Terminology changes
		     • *catch* changed to *approach* PC2.1, 2.2 and PE
		     • *low stress* - 2.2 and PE
		 • KE – added points on risks in providing first aid:
		 • bites, scratches, envenomation, zoonoses and manual handling and risks to other animals

• Industry Association, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), NSW	Element 2: replace the word capture with approach KE risks to self and other animals should be included	Thank you for the feedback. • Element 2 and KE changes made as per suggestions raised during validation webinar discussion
• RTO, NSW	Supports the unit	Thank you for the support
• Industry (employer / employee), NSW	Don't support Add identify animal to PC and PE	Thank you for the feedback. • PC1.2 and PE (re identifying the animal) changes made as per validation webinar discussion
• Industry (employer / employee), NSW	Support Recommend replace the word 'catch' with 'approach' in Element 2 and corresponding PCs.	Thank you for the support • terminology changes made as per validation webinar discussion
• RTO, SA	Supports the unit	Thank you for the support
• Industry (employer / employee), National	Supports the unit	Thank you for the support.
• Industry (employer / employee), SA	Use of terminology to be updated – "Low Stress"	Thank you for the feedback • terminology changes made as per suggestions raised during validation webinar discussion
• RTO, QLD	Supports the unit	Thank you for the support.
• Industry (employer / employee), ACT	Supports the unit	Thank you for the support.
ACMGAS4XX Condition animal behaviour		
	Refer to BEHAVIOUR AND TRAINING section	

Proposed units of competency for deletion

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMGAS202 Participate in workplace communications		
• RTO, NSW	Supports the deletion of the unit due to the duplication	Thank you for the support.
• Industry (employer / employee), QLD	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the deletion of the unit	Thanks for the support.
• Industry (employer / employee), NSW	Supports the deletion of the unit Very well explained during the webinar	Thanks for the support.
• RTO, SA	Supports the deletion of the unit	Thanks for the support.
• RTO, NSW	Supports the deletion of the unit	Thanks for the support.
• Industry (employer / employee), ACT	Supports the deletion of the unit	Thanks for the support
ACMGAS210 Prepare for and conduct a tour or presentation		
• RTO, NSW	Supports the deletion of the unit due to the duplication	Thank you for the support.
• Industry Association, QLD	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), QLD	Supports the deletion of the unit	Thank you for the support.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), NSW	Supports the deletion of the unit Very well explained during the webinar	Thank you for the support.
• RTO, SA	Supports the deletion of the unit	Thank you for the support.
• RTO, NSW	Supports the deletion of the unit	Thank you for the support.
• Industry (employer / employee), ACT	Supports the deletion of the unit	Thank you for the support.

BEHAVIOUR & TRAINING (ACMNEW & ACMCAS) units of competency

New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMNEW3X4 Identify behaviours and interact safely with animals		

• Industry (employer / employee) QLDx2, NSWx2, National, SA, WA
• RTO (VIC, NSWx2, QLD)
	Via validation webinar forum –3 July 2020 (Group 1)
	• needs stronger reference to PPE and infection control
	• change *humane* restraints to *appropriate* restraints
	• allow use of videos for behaviours that are rare, unsafe or difficult to observe
	• AC - add workplace policies and procedures
		The SMEWG considered the suggestions and the following changes have been made:
		• PPE added to PE, KE (included in PC1.4)
		• PC1.3 - added infection control
		• *humane* restraints retained (PC3.4)
		• AC – added:
		  • videos of animal behaviour where relevant aspects of behaviour cannot be observed with live animals
		  • workplace policies and procedures related to safety and low stress handling/interaction with animals

• RTO, VIC	Via email Can the PE be undertaken as a Third Party Report?	RTOs can decide if they want to use a third party to observe the demonstration of skills.
• Industry (employer / employee), National	I support the unit as being required and the elements being industry relevant, but I am concerned over the humanisation of animals. Being able to ascertain the Emotional state of animals is not something I think should be in there, you are able to determine behaviours of an animal but you could have an animal who appears happy but its emotional state could be nervous, using the "emotional word is humanising animals" we know they have emotions but because of lack of language we can't be certain of their emotional feelings	The SMEWG discussed the feedback and strongly supports the reference to emotional states in the units, so this has been retained. The term emotional state is used throughout the behaviour and training units and is covered in the KE. The concept of anthropomorphism is also covered to address issues around 'humanising' animal behaviour. • core emotional states in animals, including positive, ambivalent and negative states • concept of anthropomorphism
• Industry (employer / employee), QLD	Very pleased to see a unit on behavioural safety. Very necessary for workers in any aspect of the animal care industry.	Thank you for the supportive comments.
• Industry (employer / employee), NSW	Supports the unit 1. PCs 1.1 individuals would have to develop workplace policies and procedures as could not assess this PC 2. PE - how would you assess this in a situation where an individual is working with a group of pet dogs? 3. Happy with discussion outcomes	Thank you for the support. Edits were made to reflect feedback as per changes made during validation webinar. Refer to comments above.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Supports the unit 3.4 "humane restraints" – should this be referred to as "low stress" as used elsewhere?	Thank you for the feedback. The use of humane restraints was reviewed by the SMEWG and considered appropriate for this PC.
• Industry (employer / employee), NSW	**Application** - Does this include "working animals" or "working with animals"? PC 2.3 *Add another PC to - identify potential "triggers" based on an animals history (natural or individual)* PC 2.5 Choose appropriate low stress handling techniques based on observation of animal behaviour **** *not only for low stress???* PC 3.3 Move animal or remove from enclosure using low stress handling techniques *** *once again its not only low stress…I know it's a terminology used through one particular certification course but don't think it should be the only term used here…maybe low stress, minimal aversive or something along those lines or minimal stressors and triggers etc..* PE • identified and interpreted common animal behaviour, including body language for two different species or breed groups *** *maybe just … (incomplete comment)*	The SMEWG supported the suggestion to add a new PCs to reflect the feedback. • *2.4 Identify individual animal triggers/stressors or species-specific behaviours that may impact on behaviour and pose potential safety risks* Terminology – the SMEWG considered the feedback and prefers the term low stress to be used consistently in the units. A definition has been added to the glossary in the ACM CVIG.
ACMNEW4X1 Conduct animal behavioural assessments		

• Industry (employer / employee) QLDx2, NSWx2, National, SA, WA
• RTO (VIC, NSWx2, QLD)
	Via validation webinar forum –3 July 2020 (Group 1)
	• needs stronger reference to PPE and infection control
	• add *rehabilitation* to application section
	• replace *test* with *assessment* environment for consistency
	• add a PC on referring animals in poor health to a vet as health/pain can impact behaviour
		The SMEWG considered and supported the suggestions and the following changes have been made:
		• suggested terminology changes made
		• PC1.4 and 2.1 - PPE added
		• new PC1.7 *Refer animal with health issues to veterinarian for advice*
		• KE – added:
		  • correct fit and use of PPE
		  • infection control and zoonoses
		  • signs of pain or ill health

• RTO, NSW	My suggestion to include a pre-req unit or a guide for delivery of this unit in the companion guide – as this is a unit that could have a life/death outcome for the animal being assessed. A level of prior knowledge is important.	Thank you for the feedback. • Skills Impact intends to develop delivery advice for the Certificate IV in Behaviour and Training with suggested clustering and sequencing of units to assist RTOs and to

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Clarify use of terms test/assessment for consistency Group suggest Add in referring to an animal behaviour specialist or vet to rule out medical issues into PC3	address discussion in the validation webinar about the use of prerequisites. Edits made to reflect feedback. • *Test* changed to *assessment* • New - PC1.7 *Refer animal with health issues to veterinarian for advice*
• RTO, VIC	Unit needs to be assessed after all core unit have been completed or sufficient experience. Add PPE to PC 1.5 and 2.1	Thank you for the feedback. • Skills Impact intends to develop delivery advice for the Certificate IV in Behaviour and Training with suggested clustering and sequencing of units • PPE added to 1.5 and 2.1
• RTO, QLD	WHS should be taught first in any course and should be part of any skills set. Suitable pre-requisite ACMNEW3X4	Thank you for the feedback. • Skills Impact intends to develop delivery advice for the Certificate IV in Behaviour and Training with suggested clustering and sequencing of units
• Industry (employer / employee), NSW	**PC 2.2** I think abnormal rather than undesirable should be used. The use of undesirable implies the animal is doing something that the people believe is not desired. It may be a normal behaviour, e.g barking, digging, jumping etc Abnormal implies any deviation from what a normal behaviour for that species and/or individual animal is. Not objective but subjective Covered better in KE point 1.2 -Was addressed in discussion.	Thank you for the feedback. The SMEWG considered the feedback regarding terminology and in this unit retained the terms maladaptive and undesirable. A glossary of terms has been provided in the ACM CVIG.
• Industry (employer / employee), NSW	Supports the unit Performance criteria point 1. Add a referral to vet to rule out medical issues	Thank you for the feedback. • new PC1.7 *Refer animal with health issues to veterinarian for advice*
• Industry (employer / employee), WA	Via survey/feedback hub – Supports unit	Thank you for your support.
• Industry (employer / employee), WA	Conducting a behavioural assessment may be for a client who has a companion animal that has developed behavioural issues or who has come to them with behavioural issues. The client may be requesting assistance to determine a solution to improve the current living arrangements for the family or someone who is considering rehoming/surrendering/euthanising their animal. In the current format the UoC allows this, however, has a heavy focus on	Thank you for your comments and the detailed feedback. Behavioural assessments to advise individual clients on behavioural changes needed in home environments is covered in *ACMCAS409 Provide individual advice on behaviour management and training*. This unit is better suited to assessing …. *animal behaviour for suitability for a range of purposes, which may include adoption/rehoming, rehabilitation, training or suitability for specific purposes or activities, including assistance animals.*

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
animal shelters making the given scenario very difficult to train and assess in this event(s). Suggested edits to unit: • change *workplace* to *workplace/work environment* throughout the unit **PCs – Element 1** • PC1.1 *identify animal* - Not required - collating information on the animal is sufficient and obvious. The animal may already be identified by the client (not necessarily a stray or impounded).AND add "investigate" so the behavioural assessor is researching the history details of the animal (from client, vet notes, etc.). • PC1.2 simplify wording • PC1.4 add environment – also there may be no equipment required - depending on the nature of the behavioural issue/assessment • PC1.5 st to assessment otential hazards and control measures to minimise risks .. - Have s there may be an environment with no apparent risks (e.g. an m, enclosed fenced field, etc.). By giving suggestions of hazards" will ensure the learner knows the actual possible nd continency measures to overcome these • PC1.7 Alternative wording proposed • PC1.8 change *basic assessment* to *pre-assessment* • New PC (1.8) Would like the learner to seek guidance from an experienced 3rd party of their findings (this should not be a regular veterinarian unless they have a special interest in behaviour as our veterinarians are already being consulted with the health check and I believe it unfair to add additional workload on them if behaviour is not their field) **Elements 2, 3 and 4 – minor edits** • PC2.1 add ' in the behavioural assessment environment' • PC3.4 – split into two • PC4.2 delete '*implement*' - This may be dependent on client compliance. We cannot force someone to implement, we can only suggest	The SMEWG considered the feedback and supported the following actions: • *workplace* retained throughout unit - it is standard wording and is consistent in most ACM units **PCs** - edits made to reflect feedback • 1.1 Identify animal, investigate and collate available existing information about the animal • 1.2 Review collated information and identify factors that may impact the quality of the behavioural assessment • 1.4 Organise equipment, including personal protective equipment (PPE), environment and liaise with relevant personnel, as required • 1.5 Check assessment environment for potential hazards and minimise or control risks, as required, to people and animal/s • 1.6 *basic* changed to *pre*-assessment: *test* changed to *assessment* • 1.7 – retained original wording • 1.8 – proposed PC not required at this stage • 2.1 retained original wording • 3.4 Confirm the behavioural assessment • 3.5 Refer to suitable personnel for confirmation of findings, where required according to workplace procedures • 4.2 *implement* changed to *process*

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), WA	**PE** – comment made on point - *handled or interacted with each animal in a safe, low stress mann*er • To handle or interact with an animal which requires a "more rigorous program (as per previous performance evidence)" may be unsuitable for both the animal, assessor or relevant personnel. With this inclusion in the unit the competence criteria is requiring interaction with a possible unsuitable animal that requires a more experienced assessor. **KE -** minor edits suggested • add *olving strategies for change in behaviours in current living* *ent* d welfare requirements • delete *of animal shelters -* too specific. This could also include kennels, acilities, boarding, veterinary clinics, pounds, etc. Recommend is or rewording.	**PE** • PE point retained – this activity would be required in a workplace **KE -** minor edits suggested • *problem solving strategies* - not required for this unit • added - health and welfare requirements • deleted *operation of animal shelters*
ACMNEW4X2 Evaluate animal conditioning methodology and program design		

• Industry (employer / employee) QLDx2, NSWx2, National, SA, WA
• RTO (VIC, NSWx2, QLD)
	Via validation webinar forum –3 July 2020 (Group 1)
	• suggestion for the ethogram (PE point) to cover 2 species OR 2 breeds
	• needs stronger reference to PPE and infection control
	• KE – *intermittent* is missing from schedules of reinforcement
		The SMEWG considered and supported the suggestions and the following changes have been made:
		• PE – 2 species retained as appropriate for the level of the unit and it is not difficult to undertake with different species
		• KE - added points
		  • schedules of reinforcement – added: *intermittent*
		  • use of personal protective equipment for safety and infection control

• Industry (employer / employee), QLD	Supports the unit. I feel that there is a nice combination of researching theories and then seeing if the student can put it into practise. Maybe also include a range statement kind of appendix for this theoretical unit? Species and/or breeds….it will allow for equity of access. It is great if students can have access to different species but I have found my students struggling with this during COVID-19 lock	Thank you for the supportive feedback. A glossary of terms and reference useful resources and websites for the Behaviour and Training units has been included in the ACM CVIG. PE - *breeds* not required – Refer to the comment above (webinar).

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
down and not being able to access other species beyond what they had available at home.	
• Industry (employer / employee), NSW	I mostly support the unit 2.1 why can't we keep the language consistent.? "training/conditioning" training and conditioning are not the same thing! This statement implies they are. 3.4 scientifically validated training methodologies" can include positive and negative punishment. Are we saying that this is okay? It is covered in the KE but it needs to be looked at due to questions in the session PE - Point 3.5 will be difficult to assess in individuals who do not have an immediate experienced supervisor KE • Point 4 training/conditioning" training and conditioning are not the same thing • Point 7.4 what happened to intermittent (random) reinforcement? *Addressed* • The following are not intermittent reinforcement. schedule of reinforcement where a response is reinforced after an unpredictable number of responses. A variable interval schedule (VI) is a type of operant conditioning reinforcement schedule in which reinforcement is given to a response after specific amount of time has passed.	The SMEWG considered the feedback and supported the following changes: • The varying views on the terminology (conditioning vs training) were discussed in detail. Conditioning is the correct technical term and replaces training where appropriate throughout the unit • scientifically validated methodologies – a glossary and references will be included in the CVIG PE and PC3.5 The RTO will need to assist learners to access mentor or more experienced trainer. Seeking advice from more experienced trainers was strongly supported during the consultation stage KE • Changed wording from conditioning to training • Added *intermittent (random)* to schedules of reinforcement • A glossary and references will be added to the CVIG to explain terminology in KE.
• Industry (employer / employee), NSW	**PCs** • 1.1 Research general principles of animal behaviour and species-specific communication – *Don't like the use of the term research as its not only about researching but also about gaining an in depth understanding of the concepts and techniques* • 1.3 Identify behavioural indicators of compromised physical health and welfare -*also an understanding of animal welfare and the physical and affective states* • 1.5 Explore behaviour assessment theory and relevance to animal training or behaviour modification ***also use of	Edits made to reflect feedback. **PCs** • PC1.1 changed to: Research *and analyse* general principles of animal behaviour and species-specific communication • Affective states - covered above in PC1.2. Animal welfare covered in 1.3 and 2.2. Terminology to be covered in the glossary in the CVIG • Terminology in 1.5, 2.1 and 3.4 – The SMEWG supports the terminology of *conditioning* rather than *training* as the correct technical term

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	"modification" can often seem quite harsh- maybe behaviour change or management? • 2.1 Research current, scientifically validated approaches to training/conditioning animals -*no need to use training and conditioning-maybe just training? Ad not only research but also understand* • 3.4 Design a training or behaviour modification*** once again use of modification…?? **KE** **** see feedback for ACMNEW5X1 as Knowledge evidence is similar/same • key concepts of animal learning and conditioning and training • classical (pavlov, 4 types, CER, Extinction (classical), Generalisation and discrimination (classical), overshadowing, blocking, Law of effect) • Operant (skinner, R+, Extinction (operant), generalisation and discrimination (operant), schedules of R+, conditioned avoidance response, punishment, schedules of punishment • Bridging stimulus and importance of timing • Understanding Antecedent-behaviour-consequence • positive reinforcement conditioning and training techniques • *modelling/moulding/physical manipulation, mimicry, environmental manipulation, pryors 10 laws of shaping* • *stimulus control*	• Changes made throughout unit to include both *behaviour management and/or modification* **KE –** The SMEWG considered and discussed the suggestion to add more KE points. As the point refers to key concepts, the additional points were considered too detailed and better suited to training materials that are the responsibility of RTOs.
• Industry (employer / employee), NSW	Supports the unit PE - Point 1. Don't add "breeds" – keep as "species"	PE – suggestion adopted as per validation webinar.
• Industry (employer / employee), WA	Via survey/feedback hub – Supports unit	Thank you for your support.
ACMNEW5X1 Work collaboratively to manage complex animal behaviour		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee) QLDx2, NSWx3, Nationalx2, SA, VIC • RTO (VIC, NSWx2, QLD)	Via validation webinar forum –3 July 2020 (Group 2) • consider adding a prerequisite unit • need to consider the impact of the animal's behaviour on other household members (people and animals) – reword PC2.3 • PE add – repetitive/stereotypic behaviours • KE – qualified professionals – add same bullet point as in ACMCAS409 and 410 • This unit should only apply to those with experience working as trainers – high level skills that require a workplace to assess	The SMEWG considered the suggestions and the following changes have been made: • delivery advice will be included in the CVIG to indicate that the unit should be delivered after the core units have been achieved • edit to PC2.3 Conduct an assessment of the animal, client/animal relationship and environment, *including the impact on other affected people and animals* • PE – added - *repetitive behaviours (stereotypies)* • KE – point added for consistency with ACMCAS409 and 410 • range of qualified professionals with specialised skills, including: …. • AC – revised to indicate that physical conditions must involve an animal care workplace
• Industry (employer / employee), National	Great unit. This unit reads more collaborative with clients. You could use the language in this unit for 409 e.g.	Thank you for the supportive comment and feedback about language.
• Industry (employer / employee), VIC	Can the simulated workplace be removed, and workplace hours need to be added. Must be supervisor during assessment	Thank you for the feedback. As agreed in the validation webinar the assessment conditions specify that the unit must be assessed in a workplace.

• RTO, QLD	**Does not support the unit**
	Again, Range Statement for Appropriate Professional Colleagues? * in text, referring to list of Appropriate Professional Colleagues?
	
	I am happy to take out the simulated workplace option. This subject is not intended for volunteers or inexperienced work experience students.
	
	Make it only available as part of a Skills Set?
		Thank you for the feedback.
		KE – added/expanded point in validation webinar
		• range of qualified professionals with specialised skills, including:
		  • behaviour veterinarian, including a veterinarian with an interest in animal behaviour or a veterinarian with Membership to Australian and New Zealand College of Veterinary Scientists (MANZCVS)
		  • registered Specialist in Veterinary Behavioural Medicine (SVBM)
		  • animal physiotherapist
		
		As agreed in the validation webinar the assessment conditions specify that the unit must be assessed in a workplace.
		
		The SMEWG considered and discussed the feedback and supports the unit being available in the Certificate IV rather than a skill set.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), NSW	Supports the unit **Application**: at this level, managing complex behaviour, conditioning in the application description should be used rather than training. You are not just teaching a behaviour but dealing with learning principles and modifying behaviour processes. **PE** Point 1- add repetitive behaviour (Stereotypic behaviour) – addressed.	The SMEWG considered and discussed the feedback and the following edits were made to reflect feedback. • APP: *conditioning* added • PE: added to point 1 - *repetitive (stereotypic) behaviour*
• Industry (employer / employee), NSW	Under prerequisite unit - Add: Cert IV in Animal Behaviour and Training Under element two: Add- Consider welfare of anyone living in the household (including other animals)	Skills Impact will provide delivery advice relevant to this unit in the CVIG. Edits made to reflect feedback. • 2.3 Conduct an assessment of the animal, client/animal relationship and environment, *including the impact on other affected people and animals*
• Industry (employer / employee), NSW	**Application** - This unit of competency describes the skills and knowledge required to *understand*, interpret and assess animal behaviour and work collaboratively with clients and professionals to develop training and management programs to address animal behaviour issues. *(add the word understand)* **PCs** Above PC1.1 *Understand terminology and its use in animal training and behaviour* 1.3 Research information on current ethical, scientifically validated approaches to training and behaviour management ****The term research is a concern as it is more than just researching its gaining an understanding the concepts and approaches.* 1.4 Evaluate consequences of different philosophical ** *not sure if it's a "philosophical approach" or a method/approaches technique? Approaches* and methodologies, and equipment used for training and behaviour management After PC1.4 - *identify motivating factors for the animal* 2.1 Obtain specific information about the behaviour/s of concern, including *environmental set up*, antecedents, regularity, and history of *(add environmental set up)*	The SMEWG considered and discussed the feedback and the following edits were made to reflect feedback. APP: *understand* added PCs • 1.1 This is a high (diploma) level unit. It is expected that the core units covering terminology and concepts would be completed prior to this unit • 1.3 Research *and analyse* information on current ethical, scientifically validated approaches to training and behaviour management – *analyse added* • 1.4 – deleted '*philosophical*' • *motivating factors –covered in 2.2 and KE* • 2.1 – '*environmental*' added • *triggers, reinforcers* covered in 2.3 and KE

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution

2.2 Obtain further history of the animal's behaviour and living situation as indicated by reported history
what reinforcers can be used, what "triggers" there may be for this animal
2.3 Conduct an assessment of the animal, client/animal relationship and environment- *worth adding the term" functional assessment" as this is important…*
PE
• researched strategies to address at least three different animal behavioural issues, selected from: *Add the following:*
• *reactivity,*
• *what about other behavioural issues not based in fear/aggression? Ie common household pet issues (jumping, biting, pulling etc..)*
 	
KE – add more detail
 	
    • key concepts of animal learning and conditioning and training
    • classical (pavlov, 4 types, CER, Extinction (classical), Generalisation and discrimination (classical), overshadowing, blocking, Law of effect)
    • Operant (skinner, R+, Extinction (operant), generalisation and discrimination (operant), schedules of R+, conditioned avoidance response, punishment, schedules of punishment
    • Bridging stimulus and importance of timing
    • Understanding Antecedent-behaviour-consequence
    • positive reinforcement conditioning and training techniques
    • *modelling/moulding/physical manipulation, mimicry, environmental manipulation, pryors 10 laws of shaping*
    • *stimulus control*
	• 2.3 Terminology functional assessment – although an accepted term the broad term 'assessment' was considered suitable for the unit
	
	PE
	• reactivity added to PE point
	• focus is on complex behaviours rather than common household pet issues (jumping, biting, pulling etc..)
	
	KE -points added
	• species or breed specific training requirements and considerations
	• The SMEWG considered and discussed the suggestion to add more KE points. As the point refers to *key concepts* the additional points were considered too detailed and better suited to training materials.

• Industry (employer / employee), NSW	Supports the unit Do not change the wording around 'behaviour veterinarian' There are only 3 Registered Veterinary Behaviour Specialists in Australia whom you could casually call "Veterinary Behaviourist"	Thank you for the support. Definitions of veterinarians has been updated in all units and has been added to the ACM CVIG glossary.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Veterinarians with further qualifications in Behaviour are known as "Behaviour Vets" who have MANZCVS after their title Other vets are known as "GP Vets" and may have an interest in behaviour. Generally, at this point in time, Behaviour Vet is the accepted terminology For further reading see https://www.anzcvs.org.au/chapters/veterinary+behaviour+chapter https://miss-behaviour.com.au/dog-behaviourist/ which explains the difference	
	Does this unit need work experience, or prerequisites? I love this unit, but it is not for someone who is studying this course as a first foray into animal behaviour, a first qualification, or a young person in their first job. People working these kinds of behavioural cases involving collaborating with a Behaviour Vet should be well advanced in their career with lots of experience, continuing education/professional development under their belt.	The SMEWG considered the suggestions and the following changes have been made: • delivery advice will be included in the CVIG to indicate that the unit should be delivered after the core units have been achieved
• Industry (employer / employee), WA	Survey – feedback Unit meets industry needs	Thank you for the support.
• Industry (employer / employee), QLD	Prerequisites I would imagine that students would do this module after they have completed …[other units]. Element 2 – • Consider a statement here about requirement for Risk Assessment pre consultation and management of environment to reduce risk of harm to self and others. • 2.2 I like to use the word "Detective history" as it describes the thought process required to analyse what the owner says one moment but if asked a different way, can say the opposite, and this could be a key factor in deciding steps forward) • 2.3 – add - and clearly identify and communicate with client the "red flags" indicative of a possible underlying medical and/or anxiety condition • 2.4 add - after taking "Red Flags" into consideration and determine if referral to a Behaviour Veterinarian is required before you can successfully assist the client and animal	The SMEWG considered and discussed the feedback and the following edits were made to reflect feedback. • Prerequisites – no change - delivery advice will be included in the CVIG to indicate that the unit should be delivered after the core units have been achieved • Element 2 • risk assessment not required before assessment • 2.2 current wording retained • 2.4 referral to a Behaviour Veterinarian covered in 2.6 • 2.5 ongoing consultation with client/s covered throughout the unit •

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
• 2.5 add- before, during and after referral or discussion with a Behaviour Veterinarian Element 3 • 3.1 add - Learn to effectively offer referrals - it goes both ways, the key thing is knowing when to refer and how to communicate the importance of this with owners whose pet has a lot of significant red flags, as otherwise offering their service will have limited long term success and risk causing owners and pets increased frustration, which then can end up in owners giving up. Elements 4 and 5 4.1 add - whether your own or from a Behaviour Veterinarian 4.3 add - *written and verbal* instruction – and - … *and modifying underlying emotions which drive behaviours* *4.5* add - and *behaviour veterinarian* General • Is there something here that we can add about the need to understanding human psychology and motivation? PE • behaviour problem with *another* medical basis (change to another because fear/anxiety/aggression are medical issues from a brain medical perspective) KE 1 Add - patterns of behaviour *(including frequency, duration and intensity) to determine "Red Flags" which are possibly indicators of underlying emotional disorders.* • Add - subpoints should include • the awareness of the effect of domestication/urbanised lifestyles cause on natural behaviour needs • show evidence the focus on ensuring all species-specific basic needs are met in captive/urbanised environments (e.g. for dogs: sniffing, chewing and mental stimulation with problem solving). • understanding how other medical problems especially chronic pain can affect behaviour e.g. skin disease, osteoarthritis, sensory deficits etc	• Element 3 • 3.1 add - Learn to effectively offer referrals – covered in 2.6 • Element 4 • 4.1 and 4.3 additional detail not required - Foundation Skills cover - written and verbal instruction • 4.5 – added *stakeholder* • 5.3 – added *concepts* • General – the KE covers animal behaviour in detail. RTOs can expand on this in their delivery. • PE – suggestion adopted – changed to *another* KE • adopted - *patterns of behaviour (including frequency, duration and intensity)* • adopted – points added: • importance of management of the animal's environment, health and behaviour, including: • awareness of the effect of domesticated/captive/urbanised lifestyles on natural behaviour needs • providing species-specific basic needs in domesticated/captive/urbanised environments • impact of medical problems and chronic pain on animal behaviour *awareness use of medication in behaviour management*
• Industry (employer / employee), QLD	Point 3.1. and 5.2 Again ideally further criteria included for 'qualified professional' as above	Thank you for the feedback. Clarification of qualified professionals has been included in the KE

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMCAS404 Develop, implement and monitor enrichment strategies for animals		
• Industry (employer / employee) QLDx2, NSWx3, Nationalx2, SA, VIC • RTO (VIC, NSWx2, QLD	Via validation webinar forum –3 July 2020 (Group 2) • clarification of terminology needed - staff members – could also be animal owners	The SMEWG considered and supported the suggestion. The following edit to the Application: • terminology changed from *staff members* to *carers* (*team members or animal owners)* throughout unit.
• RTO, NSW	PC 1.1 Conduct research and consultation to determine appropriate environmental and behavioural enrichment strategies for particular animal species or breeds, ages, and/or individual needs *Suggest the wording include "profile the animal in care'* PC 3.1 Monitor animal behaviour and responses to implementation of enrichment strategy to determine their effects on animals, and document *After behaviour-And signs of stress.* *We need to include somewhere signs of a stress reaction to implementing the enrichment device/activity* KE • natural animal behaviour relating to the characteristics of the species, age, health status and social needs *Include or/breed group. As there are different innate behaviour differences in say a terrier or a gundog* • olfactory and gustatory enrichment - smells and taste *Suggest these be separate bullet points- olfactory and food enrichment should be separate as they play a different role.*	The SMEWG supported the suggestions. The following edits were made to reflect the feedback. 1.1 Conduct research and consultation to *profile the animal in care* and determine appropriate environmental and behavioural enrichment strategies for species or breed, age, and/or individual needs 3.1 Monitor animal behaviour, responses *and signs of stress* to implementation of enrichment strategy to determine their effects on animals, and document KE – points added/changed: • natural animal behaviour relating to the characteristics of the species *and/or breed group*, age, health status and social needs • types and purpose of …. • *olfactory (smell) enrichment* • *gustatory (taste) enrichment*
• Industry (employer / employee), NSW	Great unit	Thank you for the supportive feedback.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Behaviour recommendations for assessments must need to come from repudiate reference e,g. vet science , vet nurses etc. and must be current.	Thank you for the comment/information.
• RTO, QLD	Supports the unit Great idea to have a list of reputable sites to access current scientifically proven 'standards' to refer to in the Qualification Companion Guide	Thank you for the feedback A glossary of terms and resource websites sites for the Behaviour and Training units has been added to the ACM CVIG.
• Industry (employer / employee), NSW	Supports the unit PC 1.4 difficult for individuals operating own business 1.5, 2.1, 2.4 and 3.3 – as above PE - As above KE - Points – 10 & 11 as above all points addressed	Thank you for the support. Edits made to reflect feedback as per changes made during validation webinar. Refer to comments above.
• Industry (employer / employee), NSW	Supports the unit Change terminology from 'staff' or 'team members' or 'owners' to "carers"	Edits made to reflect feedback as per changes made during validation webinar. Refer to comments above.
• Industry (employer / employee), WA	Survey – feedback Unit meets industry needs	Thank you for the support.
• Industry (employer / employee), QLD	Clarification for students relating to the scientific term 'enrichment' is critical as in my experience there is a large gap in understanding where enrichment is interpreted as something humans provide as an 'added extra' for companion animals, whereas this is not the case - we are, in fact, simply meeting the fundamental yet basic mental health needs of companion animals. In my experience there is a large gap in the understanding and integration of foundational knowledge like this.	Thank you for the feedback. Terminology has been explained in the ACM CVIG Glossary. The KE of this unit has been expanded to cover enrichment in more detail.
• Industry (employer / employee), VIC	Supports the unit.	Thank you for your support.
ACMCAS409 Provide individual advice on behaviour management and training		
• Industry (employer / employee) QLDx2, NSWx3, Nationalx2, SA, VIC • RTO (VIC, NSWx2, QLD	Via validation webinar forum –3 July 2020 (Group 2) • Element 1 - need to make it clearer that the needs and limitations of the animal need to be considered (edits to PC 1.4) • add references to PPE and infection control • clarify range of qualified professionals with specialised skills in KE	The SMEWG considered the suggestions and the following changes have been made: Edits to PCs: • 1.4 Discuss options and determine management and training needs with client, *including the impact on other affected people and animals* • PC3.1 – PPE added

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	• statement on trainer guidelines to be reviewed – add *limitations and benefits*	Edits to KE: • range of qualified professionals with specialised skills, including: • behaviour veterinarian or veterinarian with an interest in animal behaviour or a veterinarian with Membership to Australian and New Zealand College of Veterinary Scientists (MANZCVS) • registered Specialist in Veterinary Behavioural Medicine (SVBM) • animal physiotherapist
• Industry Association, National	"positive reinforcement strategies to achieve desirable behaviours". While positive reinforcement is a preferred method, students should be taught all training methods as in industry once working as a trainer, they may have to work with animals requiring other techniques to ensure safety of the animal and the trainer.	Thank you for the feedback. This point is covered by the KE point: • overview of key features, benefits and limitation of guidelines for animal trainers – this point addresses different approaches
• RTO, VIC	Supports the unit • 3.1 PPE requirement • Prerequisite unit: must have industry experience with animals	Thank you for the support. Suggestion adopted. PPE added to PC3.1 Delivery advice has been added in the ACM CVIG for the Certificate IV in Animal Behaviour and Training with suggested clustering and sequencing of units to assist RTOs, and to recommend industry experience and/or relevant skills and knowledge prior to undertaking selected units in the qualification.
• RTO, QLD	Supports the unit Having an advice statement for the completion of NEW4X2 prior to attempting this unit is a good idea	Thank you for the support. Refer to the comment above.
• Industry (employer / employee), NSW	Supports the unit Is there any requirement to use positive reinforcement conditioning methods? PC 3.2 what does "scientifically validated training methodology mean? Positive and negative punishment? **Discussed and hopefully resolved** Positive reinforcement only mentioned in PE point 1.2.	Thank you for the support. As per discussion in the validation webinar: • The KE will address a range of approaches including positive reinforcement • PC3.2 'scientifically, validated training methodology' will be explained in a glossary to be included in the CVIG
• Industry (employer / employee), National	Support the unit Element 2 – I feel training plan needs to be developed in consultation and collaboration with the client. Perhaps could be added to *2.2 Develop in consultation with the client, management and training etc.*	The SMEWG considered the suggestions and the following edits have been made to reflect the feedback: • 2.2 Develop a management and training plan*, in consultation with the client/carer*, to achieve outcomes for individual animal • 2.4 Provide options and discuss with the client the plan and implement agreed plan that addresses the client's goals and individual animal's needs

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	PC 2.4 *Provide options / discuss with the client the plan and implement agreed plan that meets the client's goals and individual animal's needs*.	
• Industry (employer / employee), NSW	• Under prerequisite unit – Add core Unit ACMNEW4X2 • Under element one: Add- Consider welfare of anyone living in the household (including other animals) • Under element two: Add to 2.5 - Provide advice to client on management strategies.	Delivery advice has been added in the ACM CVIG for the Certificate IV in Animal Behaviour and Training with suggested clustering and sequencing of units to assist RTOs, and to recommend industry experience and/or relevant skills and knowledge prior to undertaking selected units in the qualification. Edits made to reflect feedback – agreed at validation webinar. • 1.4 Discuss options and determine management and training needs with client, including the impact on other affected people and animals • 2.5 Provide advice to client on *management strategies*, behavioural conditioning, enrichment and maintenance.
• Industry (employer / employee), NSW	Supports the unit Knowledge evidence – "signs of undesirable" behaviour - leave as "maladaptive" only or change "undesirable" to "abnormal" Knowledge evidence . Range of qualified professionals could be clarified to Behaviour Vet (MANZCVS Veterinary Behaviour) or General Practitioner Vet with an Interest in Behaviour	Thank you for your support. The terminology has been agreed to by SMEWG and explained in the Glossary in the ACM CVIG.
• Industry (employer / employee), WA	Survey – feedback Unit meets industry needs.	Thank you for the support.
• Industry (employer / employee), QLD	Point 1.1 Ideally, inclusion of acknowledgement of the animal's needs and priorities for that individual situation and reconciled clearly with the client's expectations and goals Point 2.3 Criteria ideally should be applied to 'appropriate' colleagues to clarify layers of 'specialized' advice eg registered specialist in veterinary behaviour, MANZCVS qualified veterinarian or GP veterinarian with an interest in behaviour, or qualified trainer demonstrating current best scientific practice.	Thank you for the feedback. • PC1.5 and 2.4 covers the animal's needs and client's goals • PC2.3 – appropriate professional colleagues the range of qualified professionals has been expanded and clarified in the KE

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry (employer / employee), VIC	Supports the unit. "Currently scientifically validated training methodology…" A source should be provided for students/Who/validated it	Thank you for your support. The term has been included in the glossary in the CVIG ACM, along with website links to useful references.
ACMCAS410 Conduct group training classes for animal owners or carers		
• Industry (employer / employee) QLDx2, NSWx3, Nationalx2, SA, VIC • RTO (VIC, NSWx2, QLD)2	Via validation webinar forum 3 July 2020 (Group 2) • application should be broader than 'behaviours relevant to home environments' • needs stronger reference to PPE and infection control • PE needs clarification/rewording of point relating to life stages and exercises	The SMEWG considered the suggestions and the following changes have been made: • APP - terminology - *domestic and community* replaces *home* environments • PC1.7 (new) added: *Assess the health and safety risks and take appropriate actions* • PE reworded to: • conducted at least two group training programs with animals of different life stages or different species — each program must have at least four classes (with at least four animals in each class), covering: • training new exercises • revising previously trained exercises
• Industry Association, National	I am wondering why this is not an equivalent unit to the current CAS410??	The unit mapping has been reviewed and based on advice on the interpretation on the current *Training Package Products Policy,* the revised unit has been deemed Not equivalent.
• RTO, NSW	**Application** This unit applies to individuals who conduct group classes to assist and teach owners/carers with the *training* of desirable behaviours commonly required in home environments. Group classes should also include training for sports and competition (example is to run classes in Agility, DockDogs, Nosework, Tricks, Conformation showing) which are al activities that owners request classes for and can compete with their dogs in **Unit Mapping** - need to check equivalency	Thank you for the information. The following edits were made to reflect the feedback. **APP statement** has been revised to: This unit applies to individuals who conduct group classes to assist and teach owners/carers with the training of desirable behaviours commonly required in *domestic and community environments*

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	KE • desensitisation and counter *conditioning* Knowledge evidence could include knowledge of the different sports or competitions that owners can train their animals to partake in- Agility, Nosework, etc.	**Unit mapping** has been revised to Equivalent **KE** - added • types species and activities covered in group training classes
• RTO, NSW	Extra feedback for the **Application** of the unit: This unit applies to individuals who conduct group classes in animal training. I think it needs to leave out the part -'to assist owners with desirable behaviours commonly required in home environment-in this area-as this statement is not the only thing I do in industry when running group classes. Group classes unit of competency needs to be broad and allow for group classes run for different species as well as different outcomes: these are the classes/programs I have run; Puppy classes / Obedience classes for adults /Chicken training And also classes for people Competition activities-Agility / DockDogs / Nosework / Tricks / Conformation show training - which are not for training for outcomes in the home -that is why I believe it needs to left out. **PE** The PE of time to demonstrate a group class- I believe 30-60 minutes is suitable as most classes from Puppy preschool (30 min) and then the adult animals are usually 1 hour in duration as a training class.	Thank you for the feedback. The following edits were made to reflect the feedback. APP statement has been revised to: This unit applies to individuals who conduct group classes to assist and teach owners/carers with the training of desirable behaviours commonly required in *domestic and community environments* PE - Thank you for the supportive feedback.
• Industry (employer / employee), National	Supports the unit PE - I would go with minimum of 30 mins as a minimum requirement.	Thank you for your support.
• RTO, VIC	Supports the unit This need to have the ability for the animals that are used in the community Time frame of delivery for the session is to long for 60min for animals. Could it be total time of deliver?	Thank you for your support. • Note: domestic and community added to Application. • PE – class timeframe is a range i.e. 30-60mins. The SMEWG advised this is appropriate for species/activities required)

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, QLD	Supports the unit I like using domestic and community environments instead of home environments Stick to 30-60 minutes class. Plenty of flexibility within that timeframe.	Thank you for the supportive comments.
• Industry (employer / employee), NSW	Supports the unit **PC 1.3** scientifically validated animal learning, does this include positive and negative punishment? There is no mention of WHS requirements or environmental sustainability policies. WHS requirements are covered in ACMWHS401 unit however it should probably have some mention relating to the specific requirements for conducting classes with public. -**addressed**	Thank you for your support. • terminology has been addressed in glossary in the ACM CVIG - *scientifically validated methodology etc* Edits made to reflect WHS feedback. New PC added. • 1.7 Assess the health and safety risks and take appropriate actions

• Industry (employer / employee), NSW	Supports the unit
	Introduction – not just the wording "home" but add "in the community" too
	Add WHS risk assessment into 1.6
	Knowledge evidence – remove "undesirable" or change to "abnormal" (probably check this across all units and apply change to all)
	Please keep ALL KNOWLEDGE EVIDENCE consistent on ALL UNITS. All units, including this one, should <u>specify</u>
	•positive reinforcement (rewards based) conditioning techniques and tools, including:
	• luring
	• targeting
	• capturing and shaping (prompting and free)
	
	•overview of key features of guidelines for animal trainers, including:
	• Least intrusive effective behaviour intervention (LIEBI model)
	• Least Intrusive, Minimally Aversive Training (LIMA)
	• Hierarchy of Procedures for Humane and Effective Practice
	
	This is really important in case units are not delivered in an
		Thank you for your support.
		Suggestions adopted. The following edits were made to reflect the feedback.
		Edits made to reflect feedback
		• Application statement updated – refer to comments above
		• PC added.
		  • 1.7 Assess the health and safety risks and take appropriate actions
		  • Terminology – undesirable considered appropriate for this unit
		
		KE – added
		• positive reinforcement conditioning techniques and tools, including:
		  • luring
		  • targeting
		  • capturing and shaping (prompted and free)
		
		• trainer guidelines – updated for consistency with other units
		  • overview of key features, benefits and limitation of guidelines for animal trainers, including:
		    • Least intrusive effective behaviour intervention (LIEBI model)
		    • Least Intrusive, Minimally Aversive Training (LIMA)

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	appropriate order or if units are studied elsewhere, so that it does not allow cherry-picking. The list above is currently omitted or abbreviated from this unit.	• Hierarchy of Procedures for Humane and Effective Practice

• Industry (employer / employee), WA	Via survey/feedback hub – Supports the unit
	
	What changes are required in order for this unit to meet industry needs?
	I am really pleased that there is a requirement for minimum class size, minimum class duration time and minimum number of classes to be held.
	What I'd like to see included is knowledge of LIMA, humane hierarchy etc and evidence of application in the classes
		Thank you for your support.
		
		• trainer guidelines – updated for consistency with other units
		   • overview of key features, benefits and limitation of guidelines for animal trainers, including:
		      • Least intrusive effective behaviour intervention (LIEBI model)
		      • Least Intrusive, Minimally Aversive Training (LIMA)
		      • Hierarchy of Procedures for Humane and Effective Practice

• Industry (employer / employee), QLD	Performance evidence and knowledge evidence I would recommend inclusion of an oral examination on hypothetical situations that may arise in a group training class in the form of a Q and A, focused on the student's integration and understanding of knowledge.	Thank you for the comment. It is the RTOs responsibility to determine the assessment methods used to obtain the performance and knowledge evidence required to determine competence.
• Industry (employer / employee), VIC	Supports the unit. PC 1.3 See comments in ACMCAS409 - A source of information.	Thank you for your support. The term will be included in the glossary in the CVIG and references provided.
ACMGAS4XX Condition animal behaviour		
• Industry (employer / employee) QLD X 2, NSWx2, National, SA, WA • RTO (VIC, NSWx2, QLD)	Via validation webinar forum – 3 July 2020 (Group 1) • terminology - a *conditioned secondary* reinforcer is tautology – delete *secondary* • needs stronger reference to assessing risks and PPE and infection control • statement on trainer guidelines to be reviewed – add *limitations and benefits*	The SMEWG considered the suggestions and the following changes have been made: • Terminology addressed in PC1.4 – *secondary* deleted • new PC2.1 *Assess risks and ensure required safety and infection control procedures are followed, including use of personal protective equipment* KE points added: safe, low stress techniques and equipment used in conditioning
• Industry (employer / employee), NSW	**Title** - I agree with leaving the wording as 'Condition' animal -as this is a level 4 unit-using the scientific word for train (Condition) is appropriate **Application**	Thank you for the detailed feedback and support for the title. Application - terminology changed to: • positive conditioning – various deleted • operant and classical conditioning

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
• First sentence - The whole object of this unit is to train a behaviour - therefore the practitioner should use operant conditioning techniques- not various • Third sentence - "This unit applies to individuals with responsibility for formulating and implementing an animal conditioning plan that may include operant and respondent conditioning processes." Should be Classical conditioning- industry currently uses the terms Operant conditioning and Classical conditioning- respondent is the same as operant **PCs** • **PC 1.4 (**...a secondary reinforcer ..) Remove the word conditioned- just needs establish a secondary reinforcer- or establish a conditioned reinforcer • **PC1.5** (...best practice positive reinforcement information ..) Best practice 'reinforcement' information. Is all that is needed. I understand the reasons behind the continued use of the wording 'positive reinforcement'- however from the science of operant conditioning the term positive just means adding (+) and reinforcement means that the behaviour is likely to be repeated in the future. So the PC 1.5 intent is to create a training plan that uses reinforcement to get the animal to complete the behaviour • **PC 2.4** Demonstrate the behaviour is under stimulus control in at least two different environments. This is not always achievable -some animals would not cope with being moved to a new location-doesn't mean they cannot be successfully trained in the one environment **PE** • best practice positive reinforcement techniques and tools to condition/shape behaviour This should read 'Industry' best practice **KE** • normal and undesirable animal behaviour This should just be knowledge of undesirable behaviour	PCs • edits made to PC1.4 and 1.5 to reflect feedback • PC 2.4 reword to environment and/or housing locations PE - edits made to reflect feedback KE - Terminology – SMEWG determined that normal and maladaptive behaviour terminology is appropriate for this unit.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Pc 1.1 Access could this been done as a third party report for this on video footage	PC 1.1 states - " Identify a range of desirable and undesirable behaviours for a variety of animals". An RTO may choose to use third party report for this on video footage to assess this PC, as long as the evidence collected meets the Rules of Evidence set out in the Standards for RTOs. RTOs are required to have the two live animals specified in the PE to meet the assessment of skill in this unit.
• Industry (employer / employee), QLD	I agree that this needed to be a level 4 unit. A list of explanations of terms seems like a good idea. Similar to the Range Statements of old training packages? I agree that students need to be able to demonstrate the necessary skills with live animals and that some knowledge elements can be quite suitably assessed through research and reflection activities e.g. in regards to training models	Thank you for the supportive feedback. Skills Impact intends to develop a glossary of terms for the CVIG.

• Industry (employer / employee), NSW	**Application**:" This unit of competency describes the skills and knowledge required to condition animals using *various* conditioning techniques
	" I would prefer positive conditioning techniques OR various positive conditioning techniques
	PCs
	1.3 reinforcers should read reinforcements – OK with reinforcers
	1.4 secondary not necessary OK – conditioned reinforcers
	3.1 level 4 may not "regularly in consultation with relevant personnel" as may be working for themselves?
	Would be difficult to assess "regularly"
	3.3 how do we assess single business owner, do they need to develop workplace procedures? Answered ok
	
	PE should read" using positive behavioural conditioning techniques"
	"in relation to positive conditioning techniques"
	"conditioned reinforcer" language consistency
	
	KE also refers to ACMNEW4X2
	• normal and *undesirable* should read *abnormal* animal behaviour and behaviour patterns relevant to species and the individual animal to be conditioned
	• Not sure both are required as repeating. Least intrusive effective behaviour intervention (LIEBI model)
		The SMEWG considered the suggestions and the following changes have been made:
		Application:
		• various changed to positive
		
		PCs
		• PC1.3, 1.4 and 3.3, 3.4 comments addressed in validation webinar
		
		PE point changed to:
		    • industry best practice positive reinforcement techniques and tools to condition/shape behaviour
		    • conditioner reinforcer - adopted
		
		KE
		• Terminology –SMEWG supports the terminology *normal* and *maladaptive* in this unit.
		
		• Points listed were addressed in the validation webinar.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	• Least Intrusive, Minimally Aversive Training (LIMA) • How are you going to assess this? Research? This point was addressed OK • Point 5 conditioning is learning? • Point 6 (rewards Based) This is a level 4 why is this included. Mostly support the discussion on this unit. Can't please everyone	• Terminology – (rewards based) deleted
• Industry (employer / employee)	Supports the unit Knowledge evidence section: "normal and undesirable" behaviour. Does "undesirable" need to be changed? It should be "Abnormal" / "maladaptive"	Thank you for the feedback. • Terminology –the SMEWG supports the terminology *normal* and *maladaptive* in this unit.

ANIMAL-ASSISTED SERVICES (AAS) units of competency

New units of competency

ACMNEW4X5 Manage animals and facilitate human-animal interaction in animal-assisted services		
• Industry (employer/employee) QLD, NSWx3, Nationalx2, SA, VICx3, TAS • RTO (VIC, NSW)	Via validation webinar forum – 6 July 2020 (Group 3) • Need a PC on establishing/creating records to link to PC6.2 • needs stronger reference to PPE and infection control • Query over the term *human-animal bond* – consider replacing with *interactions* rather than bond due to short nature of some interactions • change burn out to negative stress – burn out is a human emotion • Add a Foundation Skill on *writing*	The SMEWG considered the suggestions and the following changes have been made: • New PC added: 2.*6 Prepare documentation for recording information relevant to animal and service requirements* • PC3.2 – PPE and infection control added • PC4.3 - Human-animal interaction is the preferred term • PC5.3 Monitor animal to prevent *negative stress* and fatigue from involvement in activities • FS – Writing (added) *Use industry terminology and workplace conventions when completing records* • KE – added points relating to PPE and infection control
• Industry (employer / employee), QLD	Does not support the unit • The term 'specialise' is inappropriate and misleading for the same reasons as per Group 1 & 2 sessions validation docs comments, especially as there are no prerequisites for this. • Point 3.5 ideally should include appropriate equipment for welfare of the animal in relation to the environment eg mat, warm coat, enrichment - in my experience, there is a large deficit in ensuring the	Thank you for the feedback. The SMEWG considered the suggestions and made the following edits to reflect feedback. • the term *specialist* (knowledge) is used generically PC3.5 – equipment added

	animal's basic welfare needs are met when they are expected to perform in this capacity. • Point 5.1 should include 'according to humane, scientifically validated methods eg Pos reinforcement • Point 5.3 - 'burnout' replace with negative emotional welfare states according to Dr Mellor's 'Five Domains'. • Point 6.1 - should include criteria for the objective assessment - personality, confidence level of the animal, response of the animal in everyday situations and the emotional state expressed in the observable behaviour in those situations. • Knowledge evidence - overview of human-animal bond ideally should refer also to the responsibility of the human to the animal according to Dr Mellor's 'Five Domains'	PC5.1 – added - *applying humane, evidence based methods* PC5.3 - changed to negative emotional welfare states (as per 5 Domains) PC6.1 – changed to - Assess the animal's suitability for involvement in animal-assisted service using appropriate assessment criteria KE – added - responsibility of the human to the animal
• RTO, VIC	• Can we make sure we cover PPE and equipment and OHS (zoonoses) • Could there be a restriction of the amount of times that the animal is used and the length of time the animal is used for in each session.	PPE and zoonoses/infection control has been added as per feedback in the validation webinar. AC – added point • live animals assessed as suitable for intended animal-assisted service required for the performance evidence - *noting that animal welfare requirements must be applied to times and activities*
• Industry (employer / employee), National	Appears to fit the role it is targeted to e.g. therapy role or taking animals into facilities. It does not apply to guide dog industry. Agree for writing be included in foundation skills? Third person and appropriate language writing of notes.	Correct - the unit does not apply to guide dogs or assistance dogs.
• RTO, SA	Supports the unit 4.3 Facilitate human-animal bond between participant and animal, initiating activities as required to achieve goals. I would prefer the terms human animal interactions to human-animal bond as the interactions might sometimes be too brief to be described as a bond. 5.3 Monitor animal to prevent burn out and fatigue from involvement in activities. Would prefer the words '...to prevent negative stress and fatigue...' than burnout which is more a human term. Knowledge Evidence • benefits to humans and animals This is assuming that interactions between animals and humans will always be positive, which is not necessarily	Thank you for your support. PC4.3 The SMEWG determined that the term human-animal *interaction* is appropriate in this PC. PC5.3 wording changes as discussed in validation webinar KE • edits made to reflect feedback - *benefits and costs* to humans and animals

	the case. Add 'Benefits and costs...'? • zoonoses - transmission pathways, prevention and treatment This is a massive area to be covered and I think it needs to read as a more restrictive set of knowledge eg. understanding of main pathogens, prevention and treatment. It would be good to add reverse zoonoses	• zoonoses - wording changes as discussed in validation webinar
• RTO, NSW	• In PC 3 Include the establishment of a document that gives a profile (Background) and identifies the animal being used-as this can be updated in PC 6.2 • KE Animal assisted services to include visual or hearing support	Thank you for the feedback. Added new PC to address feedback • 2.6 Prepare documentation for recording information relevant to animal and service requirements KE – added - physical, *visual or hearing* support
• Industry (employer / employee), NSW	• After PC1.4 identify behaviours of a variety of service animals that may be needed • **Element 3** Can something be added here to have an understanding about service Animal regulations or laws and how this is represented on a federal/state level	Thank you for the feedback. The SMEWG considered the suggestions and made the following edits to reflect feedback. • PC2.4 added - *Identify specific species behaviours that may meet the needs of participants* KE – • covers - service provider/practitioner and legislative requirements relating to safety, animal welfare, reporting, client confidentiality, privacy and consent procedures. SMEWG added more points 13/07/20 • added - overview of common behaviours of animals used in animal-assisted services (relates to new PC2.4)
ACMNEW4X6 Apply disability awareness to animal assisted services		
• Industry (employer/employee) QLD, NSW X 3, Nationalx2, SA, VIC X 3, TAS • RTO (VIC, NSW	Via validation webinar forum – 6 July 2020 (Group 3) • PE – clarify/expand the meaning of *physical support* – add sensory also	The SMEWG considered the suggestions and the following change has been made: • PE – added - physical and/or sensory support
• Industry (employer / employee), QLD	Does not support the unit The term 'specialise' is inappropriate and misleading for the same reasons as per Group 1 & 2 sessions validation docs comments, especially as there are no prerequisites for this.	Thank you for the feedback. The SMEWG considered the suggestions and made the following edits to reflect feedback. • the term *specialist* (knowledge) is used generically
• RTO, VIC	Foundation skills Writing (report writing) Prerequisite unit. May need to have a Community health and service unit if you are going to do this units	Thank you for the feedback. • FS- added - *Use industry terminology and workplace conventions when completing records* • CHC (community service) unit included in the Cert IV qualification.

• RTO, SA	Supports the unit Knowledge Evidence Again 'benefits to humans and animals' Consider adding 'risks' or 'costs''? I am not sure where to put it but I have a broader philosophical question with this unit. Would the person be expected to evaluate whether an animal assisted service would be most appropriate choice, or if another form of therapy might be preferable? It reads throughout as being accepted than animal assisted service would be the solution for the person, but this may not always be the case?	Thank you for your support. KE • edits made to reflect feedback - *benefits and costs* to humans and animals This is a Certificate IV level unit. Decisions relating to the most appropriate services (interventions/modalities) would be made by qualified professionals.
• Industry (employer / employee), WA	Survey – feedback Unit meets industry needs	Thank you for your support.
• Industry (employer / employee), TAS	Suggested changes to PCs: 2.3 Facilitate person-centred options, *identify and prioritise the needs of the person/s* for activities or services and discuss an individualised plan with the participant and/or relevant stakeholder 2.4 *Identify specific problems, issues and challenges for the person and* provide referrals to sources of specialist information or advice on animal-assisted services that are outside own scope of ability or responsibility Follow up email: ...just looking at the Knowledge evidence of the unit...it may need to reflect new PC... IF it's not too late to add to what's been added??? See below; • animal welfare requirements, welfare and wellbeing, including one health • low stress and human animal handling techniques • awareness of allied health professional codes and ethics • service provider/practitioner and legislative requirements relating to *client engagement* and safety, animal welfare, reporting, client confidentiality, privacy and consent procedures • current codes of conduct for animal assisted services	Thank you for the feedback. Suggestions adopted and supported by other stakeholders – refer to comments below.

•	Industry (employer / employee)	I am comfortable with the changes proposed. I would just make one amendment to 2.4 to include *person/s*. The reason being that we sometimes deliver these services to a group where a plan is done with an organisation (youth, aged or disability for example). And we identify the group needs rather than each individual person	Thank you for the feedback. Suggestions adopted and supported by other stakeholders.
•	Industry (employer / employee)	Agree with changes suggested above.	Thank you for your support.