



# Exhibited Animals & Marine Animal Animals

## Summary of Feedback, Responses and Actions

### March 2020

Draft qualifications, units of competency and skill sets for the Exhibited animal care & Marine wildlife project were made available on the [Skills Impact website](#) for stakeholder review from 8 November – 19 December 2019 Please visit the website to view a full list of the documents that were submitted for consultation during these phases.

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

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

**Union:** AWU, CPSU, PSU and United Worker’s Union contacted and being kept informed of all changes being proposed so their members can provide feedback.

**RTO:** There are currently no RTOs registered in ACT and NT that have any of the components on scope with this project.

Feedback received during the ‘drafts available’ period for the qualifications, units of competency and skill sets that have been developed for Exhibited Animals (zoos, wildlife parks and sanctuaries) and Marine wildlife sectors has been positive, with minor changes or updates suggested by stakeholders.

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

**Acronyms - PC – Performance Criteria, PE – Performance Evidence, KE – Knowledge Evidence, AC – Assessment Conditions, SMEs – Subject Matter Experts, SMEWG Subject Matter Expert Working Group**

## Table of Contents

<b>Exhibited animals &amp; marine animal response</b> .....	<b>1</b>
Summary of Feedback, Responses and Actions .....	1
<b>Summary of feedback on draft qualification ACM<sub>30</sub>X<sub>20</sub> Certificate III in Wildlife and Exhibited Animal Care</b>	<b>4</b>
<b>Summary of feedback on draft qualification ACM<sub>40</sub>X<sub>20</sub> Certificate IV in Wildlife and Exhibited Animal Management</b>	<b>13</b>
<b>Proposed qualifications for deletion</b> .....	<b>21</b>
<b>Summary of feedback on draft Skill Sets</b> .....	<b>21</b>
ACM Existing Skill Sets .....	21
ACM New Captive/Exhibited Animal Skill Sets .....	22
ACM New Marine Animal Response Skill Sets .....	23
<b>Summary of feedback on draft Units of Competency</b> .....	<b>25</b>
New units of competency – Animal Incident Management (ACMAIM) units.....	25
New units of competency – Cross-sector (ACMNEW) units .....	29
Revised units of competency -Species-specific (ACMSPE) units.....	41
Revised units of competency -Captive animal (ACMCAN) units (coded level 3).....	54
Revised units of competency -Captive animal (ACMCAN) units (coded level 4).....	78
Proposed merged units of competency.....	82
Proposed units of competency for deletion .....	82
Units of competency that will not be included in list of components proposed for endorsement in the Case for Endorsement.....	83
Appendix 1 – Summary of feedback for first round of first draft consultation.....	84
<b>Summary of key feedback and changes</b> .....	<b>84</b>
Qualifications .....	84
Skill Sets.....	85
Units of competency.....	85



## Summary of feedback on draft qualification ACM30X20 Certificate III in Wildlife and Exhibited Animal Care

ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Government, WA</li> </ul>	<p>We have circulated the information provided to our stakeholders. We have reviewed the enrolment data in the qualifications and can report very limited take-up of qualifications being reviewed so we do not expect much feedback will be provided.</p> <p>We look forward to receiving draft 2.</p>	<p>Comment noted – thank you for the feedback.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Title and terminology Please consider changing the name. A more contemporary name would be Animal Care and Welfare or Animal Care and Management.</p> <p>There was also some internal support for including conservation in the title however this would need to be considered in the context of the industry more broadly. The feedback in this context was that animal care and welfare is becoming my synonymous with conservation and the course increasingly reflects this. It may also engage a broader type of student</p> <p>UNITs - packaging There was some feedback that ACMSUS201 should remain a core subject as it should be embedded across an organisation. It was proposed that it could perhaps be combined with WHS ACMWHS201 as there would be some alignment in the principles.</p> <p>Name changes for units - perhaps Behavioural Husbandry (Part I. Enrichment) &amp; (Part II Conditioning)</p>	<p><b>Suggestion adopted.</b> Terminology changes to remove <i>captive</i> to be made throughout all components where applicable, including changing collection management to population or species management</p> <p>Skills Impact and the Zoo and Aquarium Association (ZAA) conducted a survey to determine the name to be used. At this stage Wildlife and Exhibited Animal Care is supported by the SMEWG</p> <p>SMEWG supports the inclusion of <i>ACMSUS401 Implement and monitor environmentally sustainable work practices</i> in the CORE.</p> <p>Unit names reflect workplace functions and naming conventions require titles to commence with a verb.</p>
<ul style="list-style-type: none"> <li>Government, NSW</li> </ul>	<p>I would suggest the Certificate III and <b>Cert IV remain</b> – Cert III should have basic units and Cert IV should have the advanced or species specific units. This will give students the choice to progress in regard to interest or career path. Also, if I was to do the courses I would be interested in exhibit design and renovation planning – maybe this and some others could be electives rather than pre-requisites?</p>	<p>Further information is to be gathered during the validation stage for the SMEWG to finalise a decision on whether the Certificate IV is needed and to determine the packaging rules.</p>

ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I can't currently think of a better term that captive animals..... I agree that a work placement is ideal for CIII students (though worry about available places in NSW for the number of students) – and this is why I think we do need to reduce the number of core units – this way more work places are available - For example I agree with removing the ACMCAN306 unit as a core. I would also like it to be considered that the following units are removed from being cores for the same reason:</p> <ul style="list-style-type: none"> <li>o ACMCAN311 Care for young animals</li> <li>o ACMCAN302 Prepare and present information to the public</li> </ul>	<p>Thank you for the feedback. The final packaging rules agreed by the SMEWG are:</p> <ul style="list-style-type: none"> <li>• ACMCAN302 (present to public) - core unit</li> <li>• ACMCAN311 (care for young) - elective unit</li> <li>• ACMCAN306 (reproduction) – elective unit.</li> </ul> <p>A work placement is supported by the SMEWG.</p>
<ul style="list-style-type: none"> <li>RTOs, SA (Adelaide public consultation workshop)</li> </ul>	<p>Drop ACMSUS201 Sustainability unit – keepers don't do this Learners should be employed (paid) as a work-related requirement</p>	<p>Thank you for the feedback. The final packaging rules agreed by the SMEWG are:</p> <ul style="list-style-type: none"> <li>• ACMSUS401 (sustainability) to be a core unit.</li> </ul>
<ul style="list-style-type: none"> <li>Industry, ACT (Canberra public consultation workshop)</li> </ul>	<p>Cert III should have minimum 15 hours as volunteer or paid staff Take out of Core and put as Electives:</p> <ul style="list-style-type: none"> <li>• Reproduction unit (ACMCAN306)</li> <li>• Present info to the public unit (ACMCA302)</li> <li>• Sustainability unit (ACMSUS401).</li> </ul> <ul style="list-style-type: none"> <li>• Support for Infection control units – useful</li> <li>• Concern some units are 'soft electives' for lazy learners eg recognise plants – should all be in-depth units.</li> <li>• Enclosure design units – useful so they know welfare requirements</li> <li>• Mammal unit is too broad -can we specify eg hoof stock, carnivores, primates?</li> <li>• Venomous vs Non-venomous reptiles – care is the same, risk is very different</li> <li>• Could merge Care for reptiles and Care for amphibians as both ectothermic animals</li> <li>• Group A covers everything well, Group B is too specific.</li> </ul>	<p>Thank you for your contributions to the workshop. The final packaging rules agreed by the SMEWG are:</p> <ul style="list-style-type: none"> <li>• ACMCAN302 (present to public) - core unit</li> <li>• ACMSUS401 (sustainability) - core unit</li> <li>• ACMCAN306 reproduction) – elective</li> </ul> <p>Noted support for revised unit on mammals suitable for exotic species (hoof stock, carnivores, primates). ACMSPE310 (mammals) has been revised to address this.</p> <p>Noted - consider merging SPE amphibians and reptiles - both ectothermic animals. Group B is all of the species-specific units grouped together to allow learners/workplaces to select relevant units for their contexts</p>

ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry, TAS (Hobart public consultation workshop)</li> </ul>	<p>Need for Emergency evacuation response for wildlife in bushfires</p> <ul style="list-style-type: none"> <li>Support for venomous reptile unit</li> <li>Potential need for very specific young animal care in wildlife rehabilitation sector.</li> </ul>	<p>Thank you for your contributions to the workshop. The SMEWG discussed and considered the feedback and suggested that the:</p> <ul style="list-style-type: none"> <li>venomous reptile unit should not be supported due to high risk</li> <li>animal incident management units may be included in revised Cert IV if it proceeds?</li> </ul>
<ul style="list-style-type: none"> <li>Industry, RTOs VIC (Melbourne public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>suggests “working in captive animal facility” eg 6 months exposure prior to enrolling – exposure could include farm industry but not working with cats/dogs (not sufficient)</li> <li>Group supports putting work placement into Cert III</li> <li>Sustainability should be Core</li> <li>GAS306 unit – focus more on ‘training’ animals rather than ‘conditioning’. Focus on ‘behaviour’ more than ‘training’</li> <li>Monitor reproduction should be Elective</li> <li>Maybe include a Communications unit</li> <li>Remove reproduction unit and add Assess welfare unit to Core</li> <li>Remove Present information unit from Core</li> <li>Husbandry manuals – don’t need to write one, just follow one – cut back assessment requirements for this unit</li> </ul>	<p>Thank you for your contributions to the workshop. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>Work placement</li> <li>ACMSUS401 (sustainability) - core</li> <li>unit on communication ACMGAS308 - core</li> <li>new animal welfare unit ACMNEW3X1 - core</li> <li>ACMCAN302 (present to public) - core unit</li> <li>ACMCAN306 (reproduction) - elective</li> <li>ACMCAN309 - husbandry guidelines - PE has been revised</li> </ul>
<ul style="list-style-type: none"> <li>Industry Association, Industry WA (Perth public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>GASXX1 and GASXX2 should be Core units</li> <li>Need for stand-alone venomous reptiles unit.</li> <li>Take out media from Provide information to public unit</li> <li>Sustainability could be Elective</li> <li>Yes, limit number of SPE units a person can do</li> <li>Move Animal reproduction unit to Electives</li> <li>Recognise plants – is too ‘soft’ for Cert III</li> </ul>	<p>Thank you for your contributions to the workshop. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>Work placement</li> <li>ACMSUS401 (sustainability) - core</li> <li>unit on communication ACMGAS308 - core</li> <li>new units - animal welfare ACMGAS3X1 and ‘Promote +ve wellbeing ACMGAS3X2’ - core</li> <li>ACMCAN302 (present information) - core</li> <li>ACMCAN306 (reproduction) – elective</li> <li>Group B - limit SPE units selected</li> <li>AHPCPM201 Recognise plants</li> </ul> <p>The SMEWG does not support</p> <ul style="list-style-type: none"> <li>separate venomous reptile unit</li> </ul>

ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry, RTOs NSW (Sydney public consultation workshop)</li> </ul>	<p>keep Sustainability unit – ‘vital to conservation’</p> <ul style="list-style-type: none"> <li>• add SUS301 or SUS201 – if not going to be 301, make this an Elective</li> <li>• maybe make CAN302 an Elective</li> <li>• CAN311 – moved to Electives – group agreed.</li> <li>• Add a unit on ‘Livestock’ to SPE bank of electives</li> <li>• husbandry manual - should be one chapter depending on where you work, focusing on one topic. maybe assessment should be to prepare a paper or article to publish</li> </ul>	<p>Thank you for your contributions to the workshop. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>• Work placement</li> <li>• ACMSUS401 (sustainability) - core</li> <li>• Livestock’ – to be covered in revised ACMSPE310 mammals</li> <li>• ACMCAN302 (present information) - core</li> <li>• ACMCAN309 (husbandry manual) PE reduced</li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD (Brisbane public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• “Sustainability is one of the major things people want to do” so keep as Core.</li> <li>• Monitor animal reproduction – take out of Core</li> <li>• Merge invertebrates and merge fish SPE units.</li> <li>• Regarding writing a husbandry manual. Have this unit as an Elective</li> <li>• Group agreed to putting CAN310 content into other units and deleting due to duplication.</li> <li>• remove Reproduction unit and Prepare and present unit from Core.</li> </ul>	<p>Thank you for your contributions to the workshop. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>• ACMSUS401 (sustainability) - core</li> <li>• ACMCAN302 (present information) - core</li> <li>• ACMCAN306 (reproduction) – elective</li> <li>• ACMCAN309 (husbandry manual) - elective</li> <li>• ACMCAN310 – retained – not merged into ACMCAN304</li> <li>• ACMSPE304&amp; 305 (fish) and 306&amp;307 (invertebrates) merged</li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD (Cairns public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Change title to ‘Exhibited’</li> <li>• Cert III is too high to adequately train/assess.</li> <li>• Make Cert IV a Diploma to increase appeal</li> <li>• Remove ACMGAS306 Conditioning unit and BSBSUS201 from Core as small operators don’t have enough animals to assess – rework to simplify or remove from Core.</li> <li>• ACMCAN303 Collection unit should be in Core</li> <li>• Elective SUS201 Participate in sustainable should be in Core</li> <li>• Reduce Core and offer more choice in Electives as it would help with the flexibility for the student.</li> <li>• Remove media component in CAN302</li> <li>• Merge SPE units for water and terrestrial animals</li> </ul>	<p>Thank you for your contributions to the workshop. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>• ACMSUS401 (SUSTAINABILITY) - core</li> <li>• ACMCAN306 &amp; 311 - electives</li> <li>• ACMSPE304&amp; 305 (fish) and 306&amp;307 (invertebrates) merged</li> <li>• ACMCAN302 Media component retained – but modified</li> </ul>
<ul style="list-style-type: none"> <li>Webinar - public consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability is really important – should be Core</li> <li>• Majority of group think Reproduction unit (CAN306) – move to Electives</li> <li>• Rename ‘collection management’ to ‘species management’</li> <li>• Have a ‘species plan’ rather than ‘collection plan’</li> </ul>	<p>Thank you for your contributions to the webinar. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>• ACMSUS401 (SUSTAINABILITY) – core</li> <li>• ACMCAN306 (reproduction) – elective</li> <li>• ACMCAN311 (care for young) – elective</li> <li>• Terminology changes – species population plan rather than collection</li> </ul>

**ACM30X20 Certificate III in Wildlife and Exhibited Animal Care**

<b>ACM30X20 Certificate III in Wildlife and Exhibited Animal Care</b>	
<b>Stakeholder Comments and Identified Issues</b>	<b>Consideration and Proposed Resolution</b>
<ul style="list-style-type: none"> <li>• Industry, VIC</li> </ul> <p>ACMSUS201 Participate in environmentally sustainable work practices                      It is important for this unit to remain self standing and not merged with another unit.                      This unit was discussed during the webinar on Friday 6th December, and comments in the feedback hub discussed that this unit should be removed and elements from it incorporated into the work in a captive animal facility unit. It would be difficult to incorporate this unit into the ACMCAN301 Work in a captive animal facility unit because the work in a captive animal facility unit is already too large to manage the number of assessments required of students.                      It would be good to incorporate an environmental awareness element and performance criteria                      The ACMSUS201 unit would benefit from an additional element and performance criteria to cover environmental awareness.                      At present the sustainability unit begins with an element and performance criteria covering resource use. The unit does not provide the opportunity to learn what the current climate emergency is or why sustainability is relevant to the animal care industry.                      A stand alone sustainability unit is essential to the animal care industry.                      Certainly in a zoo conservation setting, the cause of animal endangerment and animal response in some circumstances can be attributed to unsustainable use of resources, deforestation, habitat conversion to urbanization, and now increasingly to climate change extreme weather events and fires.                      The increasing impact of climate change will lead to more pressure on the natural world and an increasing need to help wildlife and repair ecology. In these changing conditions, zoos need to be able to function in a sustainable manner and adapt to changes. Having well equipped staff with an understanding of the need for sustainability as well as an understanding of the continuous improvement process would be helpful.                      ACMSUS401 Implement and monitor environmentally sustainable work practices</p>	<p>Thank you for the information and your feedback. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>• ACMSUS401 (sustainability) – core</li> </ul> <p>This unit is not part of the project scope. Feed will be forwarded for future action for when the unit is due to be reviewed.</p>



ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>This unit may be more suitable to include as a core unit in the cert III course because:</p> <p>A majority of students entering cert III captive animals have already completed cert II in animal studies and have credit for the ACMSUS201 unit. In providing the unit in the cert III, students miss undertaking the unit as an opportunity to be inducted into the zoo sustainability program.</p> <p>A proportion of the class are already in wildlife care roles and/or are academically experienced and capable and would benefit from the opportunity to do a higher level unit and to gain the skills to be ready to accept future sustainability challenges.</p> <p>The level IV unit is valuable because it introduces students to practicing the continuous improvement process. This is a valuable skill because it can be transferred to many areas of working where new problems are emerging and solutions need to be tested, incorporated into work routines, communicated and fine tuned.</p> <p>The environmental and climate crisis is changing the way we work and the scope of our work, and these changes required are escalating. Whether it be the necessity to find alternatives to grain feed for birds due to drought, alternatives to plastics, less harsh cleaning products that suit water treatment plants, environmental control methods which are less energy dependent, reduction in the use of chemicals such as pesticides and herbicides. All these processes require continuous improvement in the workplace.</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Re qualification title:</p> <p>As discussed possible change of title remove captive - CIII in Animal care and handling to relate back to job roles. Is streaming an option?</p> <p>Against Group A electives list:</p> <p>Content in unit is not aligned with level 3 unit. Also unit on website has different name ACMGASXX2 Promote positive wellbeing in animal care industries. Should be elective in level 4 as skills and knowledge significant requiring planning, design and evaluation skills</p>	<p>Thank you for the suggestion re the qualification title.</p> <p>Skills Impact and the Zoo and Aquarium Association (ZAA) conducted a survey to determine the name to be used. At this stage Wildlife and Exhibited Animal Care is supported by the SMEWG</p> <p>The SMEWG supports:</p> <ul style="list-style-type: none"> <li>The new units - 'Promote positive wellbeing (ACMGAS3X2)- core- the title has been updated and language reviewed</li> </ul>

ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Against Core units: Re ACMGAS306 Assist with conditioning - change name to reflect more modern/science-based approach eg "Assist with training"</p>	<p>Thank you for the suggestion.</p> <ul style="list-style-type: none"> <li>ACMGAS306 to be recoded and renamed as a result of review ie ACMGAS4XX Condition animal behaviour</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Against Title: Re qualification title: Agree, the name needs to change. Not sure that Exhibited animals is the right fit either? Against Core units: Rather than having SUS201 level, could we have level 3 or 4 Sustainability level as a core unit? Against Elective unit list: Agree that Exhibit Design should move to Level 4 unit. Cert III students would not be designing an exhibit. Care for Young should move to an elective. Most large Zoos are moving away from handrearing unless essential. Could also be a good elective for Level 4 - as senior zookeepers with experience sometimes do this. Welfare unit should be a core unit. Seems to be a random species specific in the elective - I feel like this could be a good skillset for Level 4. Against Elective unit list: Like the Recognise plants - is a good addition. Could include other species specific units - like basic care of primates - that deal with exotic species (not just natives)</p>	<p>Thank you for your feedback.</p> <ul style="list-style-type: none"> <li>Qualification title to be confirmed. At this stage Wildlife and Exhibited Animal Care is supported by the SMEWG</li> <li>ACMSUS401 (sustainability) - core</li> <li>ACMSPE310 (mammals) to be updated to include general categories of mammals including ungulates, primates, carnivores and small exotics</li> <li>ACMCAN311 (care for young) – elective</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Against Title: New name required- but need to ensure it isn't too similar to the animal care/companion animal steam. Maybe bring zoo keeping/ wildlife care, back into the title. General comment: Reproduction- is a core zoo activity, but potential to be an elective as some sanctuary's may not breed. Definitely should be a prerequisite for Cert IV tho. Against Core units: I feel sustainability should be a core as its so relevant with current climate. But agree that it should be the level 3 or 4 unit, not the current level 2. If not a core, then should be strongly encouraged for RTO's to include. Against Core units:</p>	<p>Thank you for the feedback. The SMEWG discussed and considered the feedback and supports:</p> <ul style="list-style-type: none"> <li>Qualification title to be confirmed. At this stage Wildlife and Exhibited Animal Care is supported by the SMEWG</li> <li>ACMSUS401 (sustainability) - core</li> <li>ACMCAN302 (present information) - core unit</li> <li>ACMSPE310 (mammals) to be updated to include general categories of mammals including ungulates, primates, carnivores and small exotics</li> <li>ACMCAN311 (care for young) – elective</li> <li>ACMCAN306 (reproduction) – elective</li> <li>ACMINF301 (infection control) elective</li> </ul>

**ACM30X20 Certificate III in Wildlife and Exhibited Animal Care**

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Prepare and present- definitely a core activity for our zoo, but again, may not be for smaller sanctuary's. If core units are too full, it could be a strongly suggested elective, but essential for progression to Cert IV.</p> <p>Against Elective unit list: Care for young- keep as an elective- very relevant for wildlife rescues but not in today's zoos.</p> <p>Against Elective unit list: Agree that exhibit design is above an entry keepers needs, a Cert IV unit on exhibit design is more relevant.</p> <p>Against Elective unit list: Aviaries and bird rooms- This is very specific- would this not be already covered in the bird care species specific elective?</p> <p>Against Elective unit list: Assess welfare- suggest make a core unit for cert III</p> <p>Comply infection control- Keep as an elective- very interesting and relevant unit for zoo industry.</p> <p>Against Elective unit list: Identify report unusual disease- keep as an elective- very interesting and relevant unit for zoo industry.</p> <p>Recognise plants- agree that this would be a good addition as very relevant in zoo environment- across habitat design, health and nutrition etc.</p>	
<ul style="list-style-type: none"> <li>• Industry, VIC</li> </ul> <p>Against Core units: sustainability is a really important part of our work. many of the animals we are caring for need care because of environmental issues caused by unsustainable human actions. the animal care industry is a resource hungry operation, requiring cleaning chemicals, large amounts of water for cleaning and ponds, food including hay and grains, bedding including straw, heating and lighting. habitats the animals need for re release are often degraded and no longer able to support animals because of environmental problems such as climate change, deforestation, plastic pollution, extreme weather events. Workers in this industry need to have an understanding of sustainability issues, including climate change, how it impacts on their work and the animals they care for. it would be better to require workers to complete ACMSUS401 as a core subject rather than 201. Large organizations require all staff to complete and act on</p>	<p>Recommendation adopted. SMEWG supports ACMSUS401 (sustainability) as a core unit.</p>

ACM30X20 Certificate III in Wildlife and Exhibited Animal Care		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	sustainability policies and Environmental Management Systems.	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>SPE312 unit Rabbits and rodents - make broader to include livestock            Title changes to other units not in project scope suggested</p>	<p><b>Feedback adopted.</b>            ACMSPE310 (mammals) has been updated to include general categories of mammals including ungulates which will cover hoof stock and most livestock (farm animals).             ACMSPE312 (rabbits and rodents) is a core unit in animal technology qualifications and needs to be retained.             Title changes to ACMINF301 - change infection control to biosecurity is outside project scope.</p>

## Summary of feedback on draft qualification ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management

Note: Further information is to be gathered during the validation stage for the SMEWG to finalise a decision on:

- Certificate IV in Wildlife and Exhibited Animal management - is the qualification needed or are the proposed Skill Sets sufficient?  
OR
- Certificate IV in Facility Management (with specialisations in companion animals or wildlife/exhibited animals) – is this qualification and the proposed Skill Sets more appropriate/flexible than the Certificate IV in Wildlife and Exhibited Animal Management?

ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>I think it would be a shame to lose the option of CIV Captive animals due to the issue of trying to get it back later – however I think the development of the skills sets is essential and will have better uptake by those in the industry wishing to upgrade their skills – it must though be that the CIII Captive animals is a pre-requisite for these skills sets though, unless the animal welfare and a unit with safe handling (perhaps an appropriate SPE unit) are always included in each skill set</p>	<p>Thank you for the feedback. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>• Certificate IV</li> <li>• Skill Sets – with entry requirements or ACMGAS3X1 (welfare) unit included in each</li> </ul>
<ul style="list-style-type: none"> <li>• RTOs, SA (Adelaide public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Add finance/budgets, rostering, spreadsheets, formulate budgets</li> <li>• Next generation will probably want this qualification</li> <li>• Limit the number of SPE units learner can do</li> <li>• Keep venomous and non-venomous reptiles separate - two units.</li> <li>• Keep Cert IV – not used now but for future.</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>• Certificate IV with some business skills</li> </ul> <p>Note the SMEWG does not support a separate unit for venomous reptiles</p>
<ul style="list-style-type: none"> <li>• Industry, WA (Bunbury public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a facility as entry requirement? Group says YES</li> <li>• Group says goannas are venomous</li> <li>• Revise and keep Cert IV – “this revised Cert IV looks good”</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>• Certificate IV with an entry requirement</li> </ul>
<ul style="list-style-type: none"> <li>• Industry, ACT (Canberra public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry requirement for Cert IV should have be employed (even in only part-time). Pre-requisite should be Cert III or experience plus employment.</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>• Certificate IV with an entry requirement</li> </ul>

ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, Industry VIC (Melbourne public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Demand for Cert IV will be due to big zoos – ask the big zoos if they will support/use it</li> <li>Otherwise, stick to Skill Sets and delete Cert IV</li> <li>Move Manage aviaries into Group B – don't restrict to just SPE units</li> <li>Combine SPE fish units</li> <li>Combine Invertebrate units</li> <li>Don't want Handle venomous reptiles unit</li> <li>Need for Rehabilitation qualification OR 2 streams in Cert III qualification for 'captive/zoo' and for native wildlife care</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>ACMSPE306 (marine fish) and ACMSPE307 (freshwater fish) into one unit ACMSPE3XX Provide basic care of fish</li> <li>No venomous reptile unit</li> </ul> <p>Note the SMEWG discussed and considered the feedback and does not support a separate rehabilitation qualification or streams</p>
<ul style="list-style-type: none"> <li>Industry, WA (Perth public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>HR, Operational Manager training would be useful</li> <li>Group agrees to entry requirements for this qualification – eg: Cert III Captive Animals or equivalent.</li> <li>group agreed ACMINF401 in Group A Section Management</li> <li>group wants increase in number of units</li> <li>Keep Cert IV – will be future demand</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>Certificate IV with an entry requirement</li> <li>Increase number of units available – include biosecurity (ACMINF401) and some business units</li> </ul>
<ul style="list-style-type: none"> <li>Industry, NT (Darwin public consultation workshop)</li> </ul>	<p>There is no Cert IV Captive animal training in the Northern Territory</p>	<p>No action required</p>
<ul style="list-style-type: none"> <li>RTO, QLD (Cairns public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>BSBRES411 –fine as Core in Cert IV as should be able to do research</li> <li>Entry requirements - needs to say you need X experience or Cert III</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>Certificate IV with an entry requirement</li> </ul>
<ul style="list-style-type: none"> <li>Webinar - public consultation</li> </ul>	<ul style="list-style-type: none"> <li>Mixed reaction regarding keeping the revised Cert IV or replacing it with Skill Sets:</li> <li>Skill Sets look amazing.</li> <li>Keep revised Cert IV and get industry buy in</li> <li>Keep Cert IV if industry supported it.</li> <li>Have strong work placement in Cert IV</li> <li>Cert IV should have an entry requirement.</li> <li>Will need longer than 12 month teach-out period.</li> </ul>	<p>Thank you for contributing to the workshop. Your support for the following is noted:</p> <ul style="list-style-type: none"> <li>Skill Sets</li> <li>Certificate IV with an entry requirement and work placement requirement and only if supported by large zoos/industry</li> </ul>

ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>If Exhibit Design and Sustainability come out from Cert III, they need to be included in Cert IV</p> <p>If welfare unit becomes a core of Cert III and you need Cert III before moving to Cert IV, then this welfare unit is not relevant here, especially given you have the Cert IV version as core.</p> <p>Against Group B electives list:</p> <p>Against more opportunity for other species specific units like care of primates, or care of venomous reptiles, carnivores etc</p> <p>Against Electives list</p> <p>Other possible electives in section management should include = managing a budget, rostering (unless covered in these existing units?)</p> <p>Should this 'Analyse and present information' be a core? I think could go as an elective....</p> <p>TAEDEL301 Could be core? All keepers have to provide some degree of instruction to volunteers, work experience, students, junior keepers, general public etc</p>	<p>Thank you for your feedback. Your suggestions are noted:</p> <ul style="list-style-type: none"> <li>Certificate IV with an entry requirement</li> <li>Suggestions for packaging units <ul style="list-style-type: none"> <li>business units</li> <li>BSBRES411 - elective</li> <li>TAEDEL301 provide work skill instruction - core</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Align name with new Cert III name.</p> <p>Entry requirements- cert III completed and PAID employment in the industry- without this, students can't complete the skills required to complete the course. It is unrealistic for a volunteer or student in an unpaid capacity to be able to implement something new, handle an animal, lead a team etc due to an institutions insurance and animal welfare charters etc.</p> <p>Agree that the current version has too much cross over of core units with cert III and if cert III is a prerequisite then this isn't necessary. May have cross over with cert III electives though, ie: reproduction, welfare, sustainability etc.</p> <p>Agree that sustainability should be a core unit. And any other important units that get moved out of cert III cores ie: repro, present etc.</p> <p>Analyse present research- possibly an elective as senior keepers would already be doing this in some capacity. I'd rather see the provide work instruction elective as a core as more relevant as everyone instructs others (volunteers, junior staff, public at BTS's etc).</p> <p>Agree with 680 that wellbeing unit needs to be across the board. So if not a core in cert III, it should be a core in cert IV</p>	<p>Thank you for your feedback. Your suggestions are noted:</p> <ul style="list-style-type: none"> <li>Certificate IV only with an entry requirement and work placement (paid)</li> <li>Suggestions for packaging units <ul style="list-style-type: none"> <li>ACMSUS401 (sustainability) – core</li> <li>BSBRES411 – elective</li> <li>TAEDEL301 provide work skill instruction – core</li> <li>ACMSPE310 mammals (with exotic categories)</li> </ul> </li> </ul> <p>Please note the SMEWG has not finalised the Certificate IV qualification</p>

ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>as senior keepers would suffer a lot more from job burnout, animal attachment etc so very relevant.</p> <p>Against Group B electives list:            Agree with 856- species specific units should cover specific exotic groups too as well as venomous/ lg crocs etc.</p> <p>Against Qualification Mapping section:            Wouldn't it still be equivalent to current cert IV? but depending on current holders future progression, they may need to sit single units to be updated/ have correct prerequisite for another course/diploma.</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Re qualification title:</p> <p>As discussed possible change of title remove captive- CIV in Animal care and handling to relate back to job roles. Is streaming an option?</p> <p>Against Group A Electives list:</p> <p>Also add ACMGASXX2 Promote positive wellbeing in animal care industries. Should be elective in level 4 as skills and knowledge significant requiring planning, design and evaluation skills.</p>	<p>Thank you for your feedback. Your suggestions are noted:</p> <p>The SMEWG discussed and considered the feedback and did not support streaming options presented. The title chosen will use consistent language over both qualifications.</p> <p>ACMGAS3X2 is currently proposed as an elective.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Certificate IV:</p> <p>3 respondees had completed the Cert IV Captive Animals, 3 had not</p> <p>Comment: 'was told by others in the industry that it wasn't worth doing as the course hadn't been well-designed to benefit moving forward in the industry'.</p> <p>7 respondees would consider doing Cert IV especially 'if the course was more appropriate, does not really benefit industry as is'</p> <p>6 respondees would consider doing Cert IV in Animal Behaviour &amp; Training</p> <p>5 respondees would consider doing short course eg: Skill Set</p> <p>3 respondees would consider doing Cert IV in Management (FLM, Leadership)</p> <p>2 respondees would consider doing Grad Cert or Diploma qualification</p> <p>1 respondee would consider doing University Degree</p> <p>Requests made for training in:            - Wildlife Medicine in a Captive Environment</p>	<p>Thank you for the detailed information.</p>



ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>- Behavioural Enrichment, and</li> <li>- Captive Animal Nutrition</li> </ul>	
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>Suggested units for skill sets and to include in revised Cert IV - refer to details in email The units delivered and the skills sets were (core units in red)</p> <ol style="list-style-type: none"> <li>1. Safety and training               <ol style="list-style-type: none"> <li>a. Core - ACMOHS401A Maintain occupation, health and safety processes</li> <li>b. Elective - ACMSUS301A Implement and monitor environmentally sustainable work practices</li> <li>c. Core - TAEDEL402A Plan, organise and facilitate learning in the workplace</li> </ol> </li> <li>2. Tours and interpretive activities               <ol style="list-style-type: none"> <li>a. Elective - SITTGDE011 Coordinate and operate tours</li> <li>b. Elective - SITTGDE012 Manage extended touring programs</li> <li>c. Elective - SITTPPD002 Develop interpretive activities</li> </ol> </li> <li>3. Behavioural and enclosure management               <ol style="list-style-type: none"> <li>a. Core - ACMCAN404A Develop, monitor and review behavioural management strategies;</li> <li>b. Core - ACMCAN402A Manage enclosures and exhibits;</li> <li>c. Elective - ACMCAN501A Contribute to enclosure and exhibit design or renovation projects</li> </ol> </li> <li>4. Species focus               <ol style="list-style-type: none"> <li>a. Elective - ACMSPE310A Provide basic care of mammals</li> <li>b. Elective - ACMSPE311A Provide basic care to non-venomous reptiles</li> </ol> </li> </ol> <p>It would be a great shame to lose this course as it can be offered in new and interesting ways. If students are left with only the cert III course, I suspect many will turn to degree level courses to further their studies, and those that do will be</p>	<p>Thank you for the detailed information. Your suggestions are noted (relates to skill sets also)</p> <p>Support for skill sets and a Certificate IV is noted.</p> <p>The suggested Certificate IV would not have a traditional 'supervisory focus' but relate more to conservation, behaviour, guiding and organisational management.</p>

**ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management**

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>unlikely to stay within a zoo industry as they will have greater employment opportunities that will likely pay higher wages.</p> <p>Overall not a good outcome for the captive industry. Anyway, just some comments that I thought to share, though I will add to the skillspoint feedback portal.</p> <p>I'd also like to add comments regarding the proposed removal of the Certificate IV in Captive Animals course. Overall I disagree with this as the industry would be left with only a Certificate III qualification, and for a growing industry and one focused increasingly on specialist behavioural and conservation areas, it would not meet the growing needs of keepers. And whilst traditionally we've not had many students interested in enrolling into the Cert IV course (across all campuses), I suspect the reason for this was due to entry pre-requisites that made it prohibitive for many students, rather than a lack of interest from the industry.</p> <p>It's my understanding that many TAFE's that had offered Cert IV did so on the entry conditions that students must already be working within the industry AND hold a supervisory role. The course was often promoted as a supervisory level course – and delivered as such. Unfortunately, this model didn't attract students. In fact, any students that already had supervisory roles were even less likely to enrol as they already had the senior position - so why do another course?.</p> <p>We ran a pilot that delivered the course differently from the traditional 'supervisory focus' to one more on conservation, behaviour, guiding and organisational management. It was very well received by all students, with high enrolments and completion.</p> <p>Our course focused on primate and reptile husbandry, comparing wild and captive behaviours which were then applied to manage enclosure design and associated enrichment. The guiding units allowed students to develop tour leading and organisational skills.</p> <p>The course was run as a face to face program with field work</p>	

ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management		
Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>and assessments performed in Borneo and in the Blue mountains – enabling the tour guiding skills, and wild behavioural observations of primates and reptiles to be developed.</p> <p>It was a great course and I think many students would enrol if something like this were available. We only insisted that students were paid employees within the industry as a pre-requisite.</p>	
<ul style="list-style-type: none"> <li>RTO, NSW continued</li> </ul>	<p>Many thanks for the update. Seems like it's well on the way. And I look forward to the next feedback opportunity. I've also reviewed the new version of the Cert IV course and to me it seems like a great step forward. It appeared suited for senior keepers that wanted to gain more industry skills (aside from supervisory).</p> <p>If Cert IV is deleted, the industry would be left with only a Certificate III qualification, and for a growing industry that's focused increasingly on specialist behavioural, guiding and conservation areas, a Cert III would not meet the growing needs of keepers and their employers. In such a case, keepers (and perhaps industry) might seek degree level courses but keepers with degrees are not likely to be retained by zoos (due to low paid wages for post grads) and the graduates themselves would have far greater employment options that they are not likely to remain in the captive industry.</p> <p>Whilst traditionally we've not had many students interested in enrolling into the Cert IV course (across all campuses), I suspect the reason for this was due to entry pre-requisites that made it prohibitive for many students. Many TAFE's that had offered Cert IV did so on the entry conditions that students must already be working within the industry AND hold a supervisory role. The course was often promoted as a supervisory level course – and delivered as such – but there are very few people in this role. Unfortunately, though understandably, this model didn't attract students. In fact, any students that already had supervisory roles were even less likely to enrol as they already had the senior position - so why do another course to justify a job you already had? I already mentioned the pilot Cert IV course that we ran, with more focus on conservation, behaviour, guiding and</p>	<p>Please see comments above</p>

**ACM40X20 Certificate IV in Wildlife and Exhibited Animal Management**

<b>Stakeholder Comments and Identified Issues</b>	<b>Consideration and Proposed Resolution</b>
<p>organisational management. It was very well received by all students, with high enrolments and completion. More so, a couple of the students (based at <i>major zoo</i>) were then approached by management and asked to review eco-tours into Sumatra (which linked into their keeper role with tigers). The students mentioned that (<i>major zoo</i>) tapped into them specifically because they did our modified Cert IV course. One student was also given the task to develop a new enclosure for a new species (not held at the zoo before) as our course focused further on behavioural housing aspects. Looking at the new C4 qualification in Behaviour and Training, it is a good package but in its current selection of units does not compliment the needs of the zoo/wildlife industry. Perhaps the core units could be attached to the Cert IV Captive course? Or otherwise the Cert IV captive units could be added to the new Behaviour and Training package. Though this might not sit well with the animal trainer group, and captive would lose the tour guiding training options.</p> <p>Anyway, I hope my rambling makes some sense. Will wait for the next feedback review.</p> <p>Overall some great training outcomes coming our way regardless of the final outcome.</p>	

## Proposed qualifications for deletion

At this stage no qualification is proposed for deletion. Further information is to be gathered during the validation stage for the SMEWG to finalise a decision on the Certificate IV.

## Summary of feedback on draft Skill Sets

### ACM Existing Skill Sets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMSS00008 Native Amphibian Rehabilitation Skill Set</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>The care of young animals' unit currently strongly focuses on hand raising, which isn't required for amphibians. rearing of live invertebrate food is an important issue for maintaining adult frogs water quality, hygiene standards, nutrition, environmental control and lighting are important.</p>	<p>Thank you for the information. Hand raising has been removed from ACMCAN311 (care for young). ACMSPE301 Provide basic care for amphibians covers many of the points raised.</p>
<b>ACMSS00009 Native Bird Rehabilitation Skill Set</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>It is important for bird rescue to be able to identify the species and bird's age (nestling, fledgling or adult) as that determines food and care requirements as well as release options. this can be difficult if birds don't have flight plumage yet. this has one performance criteria in "rehabilitate native wildlife". Possibly could include a unit of "Recognise Fauna" from the ecology certificate</p>	<p>Thank you for the information. ACMSPE302 Provide basic care for birds covers identification of species. The Skill Sets are very large and the SMEWG is reluctant to add units which have content covered elsewhere. Final decision to be made during Validation phase and consultation with SMEWG.</p>
<b>ACMSS00010 Native Mammal Rehabilitation Skill Set</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Again, as for the bird units, fauna recognition would be helpful skill</p>	<p>Thank you for the information. ACMSPE303 Provide basic care of native mammals covers identification of species. The Skill Sets are very large and the SMEWG is reluctant to add units which have content covered elsewhere. Final decision to be made during Validation phase and consultation with SMEWG.</p>
<b>ACMSS00011 Native Reptile Rehabilitation Skill Set</b>		
	No feedback received	N/A
<b>ACMSS00012 Preventative Biosecurity Skill Set</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>The unit ACMINF303 implement infection control in the handling and care of native wildlife looks really good and could be included in the bird, mammal, reptile and</p>	<p>Thank you for the information. The skill set applies to all animals, not only native wildlife. ACMINF301 is applicable to all animals.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMSS00008 Native Amphibian Rehabilitation Skill Set</b>		
	amphibian skill sets. However, it looks much longer, more difficult and involved than a level 3 unit.	

## ACM New Captive/Exhibited Animal Skill Sets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMSS00023 Animal Welfare Management Skill Set</b>		
	No specific feedback received	N/A
<b>ACMSS00024 Zoological Horticulture Skill Set</b>		
	No specific feedback received	N/A
<b>ACMSS00025 Exhibited Animal Visitor Experience Skill Set</b>		
	No specific feedback received	N/A
<b>ACMSS00026 Zoological Exhibit Skill Set</b>		
	No specific feedback received	It is currently being suggested not to proceed with ACMSSXXX26 Zoological Exhibit Skill Set as the unit <i>ACMCAN501 Contribute to enclosure and exhibit design or renovation projects</i> is no longer a standalone unit. It has been merged with ACMCAN402 into ACMEXH4X8. A final decision to be made during the Validation phase and following further consultation with the SMEWG.
<b>ACMSS00028 Exhibited Animal Population Management Skill Set</b>		
	No specific feedback received	N/A
<b>ACMSS00030 Introduction to Native Wildlife Rehabilitation Skill Set</b>		
<ul style="list-style-type: none"> <li>Government, TAS</li> </ul>	Suggest that a new skill set be developed on introduction to wildlife care as currently operates in Tasmania	Recommendation adopted - new skill set developed containing 2 existing units.
<b>ACMSS00031 Animal Behaviour Skill Set</b>		
<ul style="list-style-type: none"> <li>SMEWG workshop (Adelaide)</li> </ul>	SMEs reviewed draft Cert IV in Animal behaviour and training. Feedback was that there were insufficient electives to address captive/exhibited animal work. A SS set with relevant units was recommended for development instead.	SMEWG recommendations adopted and new Skill Set developed.  Note: <i>ACMGAS306 Assist with conditioning animals</i> is proposed to be reviewed and recoded and renamed to ACMGAS4XX Condition animal behaviour

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Points raised – ‘this is something there would be an appetite for’, ‘a lot of interest in industry at the moment’; definitely have this Certificate available.</p> <p>– ethically can’t use anything other than positive reinforcement -LIMA – Least Intrusive, Minimally Aversive; ethics is always evolving so don’t make it a prescriptive type because it may change.</p> <p>- move the companion animal compliance unit and anything about companion animals out of the Core so it is applicable to this sector</p> <p>All agreed – Add a Behaviour and Training Skill Set for Captive animals – units should be:</p> <ul style="list-style-type: none"> <li>• CAN404 Develop, monitor and review behavioural management strategies</li> <li>• CAS404 Develop enrichment strategies for animals</li> <li>• GAS306 Assist with conditioning animals</li> <li>• NEW4X2 Apply animal learning theory and training methodology</li> <li>• NEW3X4 Identify behaviours and interact safely with animals – as the unit is about working in close quarters with the animal the Performance Evidence may not be suitable for Captive Animals - to be checked.</li> </ul>	

### ACM New Marine Animal Response Skill Sets

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<b>ACMSS00021 Large Whale Disentanglement Skill Set</b>	
<ul style="list-style-type: none"> <li>• Government, VIC</li> </ul> <p>Response to query re: adding more on:</p> <p>a. vessel operations / selecting vessels (registered/ seaworthy etc- which is partially covered in PC1.5)</p> <p>b. ability to swim/self-rescue</p> <p>No. vessel operation requires coxswain accreditation. This is not relevant for this unit (however coxswains should undertake this accreditation before deployment. Also we would require the coxswains to provide advice of vessel safety. Agency procedure will determine the type of vessel.</p> <p>The ability to swim is not relevant as any sort of swimming relevant to a test requires the removal of the life jacket. Life Jackets should not be removed under any circumstances in the water. We are looking at in water</p>	<p>Thank you for the feedback. Recommendation adopted and supported by SMEWG.</p> <ul style="list-style-type: none"> <li>• Removed <i>PUAOPE009 Navigate in an aquatic environment</i> unit from skill set</li> <li>• <i>PUASAR012 Apply surf awareness and self-rescue skills</i> to be deleted as it applies mainly to a beach environment.</li> <li>• Added <i>DEFSUR011 Survive at sea</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMSS00021 Large Whale Disentanglement Skill Set</b>		
	<p>survival as additional training, however this sits outside the unit of competency.</p> <p>Developing the skill set with the inclusion of the water survival could be advantageous, but the inclusion of vessel operations should not be.</p>	
<b>ACMSS00022 Lead Marine Wildlife Event Response Skill Set</b>		
<ul style="list-style-type: none"> <li>Government, VIC</li> </ul>	<p>This looks like the team leader level (PUAOPE020), where my interpretation was at the Incident Controller level. Not sure that this adds value given the training in the various AIMS training.</p>	<p>SMEWG discussed and considered the feedback and supported the level incident controller unit (<i>PUAOPE018 Control a Level 2 incident</i>) rather than team leader (<i>PUAOPE020 Lead a crew</i>). Skill Set updated.</p>
<b>ACMSS00029 Marine Animal Stranding Skill Set</b>		
<ul style="list-style-type: none"> <li>Government, TAS</li> </ul>	<p>Consider a skill set for cetacean strandings where people are required to enter water / surf conditions.</p>	<p>SMEWG discussed and considered the feedback and supported a new SS including <i>PUASAR012 Apply surf awareness and self-rescue skills</i> and <i>ACMAIMXX2 Respond to marine wildlife stranding</i></p>



## Summary of feedback on draft Units of Competency

### New units of competency – Animal Incident Management (ACMAIM) units

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>General feedback</b>		
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Need to stress that people should definitely not get in the water, unless they have someone with experience with them. He said whales and dolphins are extremely dangerous. Highlighting the fact that after training, people may not come across a whale for two years.</p>	<p>Thank you for feedback – your comment re people not entering the water is noted – safety and risk assessment is promoted in all the ACMAIM units.</p>
<ul style="list-style-type: none"> <li>Industry, TAS, (Hobart workshop)</li> </ul>	<ul style="list-style-type: none"> <li>AIMXX1 – Group supports this unit</li> <li>AIMXX2 – agrees do not include sea turtles and snakes in this unit</li> <li>Keep ‘strandings unit’ as stand-alone unit and expand out different types of ‘strandings’</li> <li>May need a stand-alone unit for seal disentanglement – very specific techniques</li> <li>Include knowledge of different euthanasia techniques – what you can and can’t use and why</li> </ul>	<p>Thank you for participating in the consultation and for providing detailed feedback. Workshop recommendations adopted</p> <ul style="list-style-type: none"> <li>Noted - support for AIMXX1</li> <li>Adopted - AIMXX2 Strandings - references to sea turtles and snakes removed from unit. Focus is on cetaceans and dugongs</li> <li>Types of euthanasia techniques is included in the Knowledge evidence of AIM units</li> <li>The SMEWG discussed and considered the feedback and did not support the suggestion for a standalone unit on seal disentanglements as it could be covered in ACMAIMXX3</li> </ul>
<ul style="list-style-type: none"> <li>Industry, TAS (Hobart workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Not much training available in WA or not recognised</li> <li>Does ‘pollution event’ cover biological events such as mass sea-bird deaths, mass fish kills?</li> </ul>	<p>Thank you for participating in the consultation and for providing detailed feedback. Pollution event may cover any event where marine wildlife needs to be washed/cleaned</p>
<ul style="list-style-type: none"> <li>Government, ACT</li> </ul>	<p>Draft skill sets that involve marine wildlife have an statement or instruction to carry out work in compliance with various legislations in the applications section. Does that mean that each person completing this unit of competency must seek out information in relation to these pieces of legislation themselves before they participate in relevant activities? In some instances the requirements of legislation can be quite complex. For example were a person to collect scientific samples of a deceased cetacean in a Commonwealth area then a permit issued under part 238 of the EPBC Act would be required. Where do people doing this training get that information from? It would seem inefficient for each to do their own research on these matters.</p>	<p>Thank you for your query - As the units of competency are endorsed by government for national application, we need to make it clear (in the Application statement and in other sections of the unit) that individuals must comply with state/territory legislation relevant to their jurisdiction. This is a very common phrase included in units of competency across all industry sectors to deal with the different state/territory requirements.</p> <p>Although the individual has a responsibility/role in knowing the specific requirements relevant to their jurisdiction it is typically the training provider (supported by the employer/workplace) that provides this information. Training is generally ‘contextualised’ to meet the requirements of different jurisdictions – this would apply to differences relating to geography/region and species also. We also specify that many activities are undertaken according to workplace procedures – the expectation is that these would be standard operating procedures</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		for the workplace. The units are written as broad standards (benchmarks) and the skills should be transferable to different contexts.
<ul style="list-style-type: none"> <li>Government, QLD</li> </ul>	<p>I have reviewed the following drafts and have no issues.</p> <ul style="list-style-type: none"> <li>ACMAIMXX1 Participate in large whale disentanglement operations</li> <li>ACMAIMXX2 Respond to marine wildlife stranding</li> <li>ACMAIMXX5 Assist at marine wildlife event</li> </ul>	Thank you for indicating support for the new draft units
<b>ACMAIMXX1 Participate in large whale disentanglement operations</b>		
<ul style="list-style-type: none"> <li>Industry, TAS (Hobart workshop)</li> </ul>	AIMXX1 – Group supports this unit	Thank you for participating in the consultation and for providing detailed feedback. Support for the unit is noted.
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>General comment:</i> Well written following logical sequence - PE and KE link back to E &amp; PC's. Large number of PC's (23)? Cert II Level based on language - participate, assist</p>	<p>Thank you for your feedback.</p> <ul style="list-style-type: none"> <li>The SMEs confirmed that the number of PCs reflects the complexities, risks and safety requirements of the work involved.</li> <li>The language used (assist, participate etc) reflects a team operation rather than individual operation. The SMEs regard this work as AQF3 level.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW (Sydney public consultation workshop)</li> </ul>	AIMXX1 – very niche unit. PC3.5 re 'slowly and steadily' – remove as it refers to driving boat	<p>Suggestion adopted.</p> <p>PC3.5 re worded to: <i>Approach the whale when slowed and close to surface and cut entangling gear in planned locations and sequence</i></p>
<ul style="list-style-type: none"> <li>SME workshop - review of draft 1 consultation feedback</li> </ul>	Ensure cultural awareness competency is included in all relevant units e.g. Identify and adhere to cultural protocols. SMEs would like an Element or as minimum a Performance Criteria specifically addressing cultural protocols.	<p>Recommendation implemented.</p> <p>Added a new PC to all AIM marine units - element 1 and/or checked inclusion in KE.</p>
<b>ACMAIMXX2 Respond to marine wildlife stranding</b>		
<ul style="list-style-type: none"> <li>Industry, TAS (Hobart workshop)</li> </ul>	<ul style="list-style-type: none"> <li>AIMXX2 – agree do not include sea turtles and snakes in this unit</li> <li>Keep 'strandings unit' as stand-alone unit and expand out different types of 'strandings'</li> <li>Consider adding references to groundings also</li> </ul>	<p>Recommendation adopted - references to sea turtles and snakes no longer in unit. Focus is on cetaceans and dugongs.</p> <p>The suggestion to develop a standalone unit on seal disentanglements was referred to the SMEWG. Having discussed and considered the feedback the advice received was that seal would be covered in</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		ACMAIMXX3. Also, groundings would be covered by standings – the unit is written broadly enough to cover both.
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>Performance criteria</i> PC2.5: Stabilise... species requirements' Applying basic first aid, is a prerequisite required to do this? PC1.1: Move to 1.2 Suggest reword identify hazards and assess risks at the scene. <i>General comment:</i> 29 PC's is this too large for one unit? Element 4 &amp; 5 could be separate. <i>Knowledge Evidence:</i> No mention of basic first aid as per PC's 2.5.</p>	<p>Thank you for the feedback. Some suggestions adopted.</p> <ul style="list-style-type: none"> <li>PC2.5 Basic animal first aid would be applied under instruction - prerequisite not required.</li> <li>Reworded PC1.1 and reordered to 1.2 Use a systematic approach to identify hazards and control risks at the scene within limit of role and responsibility</li> <li>Reference to basic animal first aid added to KE.</li> <li>The SMEs confirmed that the number of PCs reflects the technical and safety complexities and requirements of the work involved.</li> </ul>
SME workshop - review of draft 1 consultation feedback	Ensure cultural awareness competency is included in all relevant units e.g. Identify and adhere to cultural protocols. SMEs would like an Element or as minimum a Performance Criteria specifically addressing cultural protocols.	Recommendation implemented - added a new PC to all AIM marine units - element 1 and/or checked inclusion in KE
<b>ACMAIMXX3 Respond to marine wildlife welfare</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>against Performance criteria 1.4</i> Would this be completed first? if yes move to 1.1</p>	<p>Thank you for your suggestion.</p> <p>The SMEs discussed and considered the feedback and supported the current sequence of PCs in element as the intent of PCs is to review the scene and gather information to contribute to team briefing.</p>
<ul style="list-style-type: none"> <li>SME workshop - review of draft 1 consultation feedback</li> </ul>	<p>Ensure cultural awareness competency is included in all relevant units e.g. Identify and adhere to cultural protocols. SMEs would like an Element or as minimum a Performance Criteria specifically addressing cultural protocols. Title of unit to be shortened / simplified</p>	<p>Recommendation implemented - added a new PC to all AIM marine units - element 1 and/or checked inclusion in KE Unit title shortened to <i>Respond to marine wildlife welfare</i></p>
<b>ACMAIMXX4 Participate in marine wildlife pollution event</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>Against Elements heading:</i> E, PC's PE and KE logical and clear <i>Against Performance criteria 1.1 Assess hazards...</i> Identify hazards, assess risks and implement controls. Could be broken up as the process of risk assessment should be covered in more than one PC. <i>Against Knowledge Evidence 'An individual...This includes knowledge of:'</i> basic knowledge of risk assessment.</p>	<p>Thank you for your feedback re elements, PCs, and assessment requirements being clear and logical.</p> <p>Suggestion adopted - added to Knowledge Evidence</p> <ul style="list-style-type: none"> <li>basic risk assessment process, including hazard identification, assess risk, control or minimise risk and review risks</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>SME workshop - review of draft 1 consultation feedback</li> </ul>	<p>Ensure cultural awareness competency is included in all relevant units e.g. Identify and adhere to cultural protocols. SMEs would like an Element or as minimum a Performance Criteria specifically addressing cultural protocols.</p>	<p>Recommendation implemented - added a new PC to all AIM marine units - element 1 and/or checked inclusion in KE</p>
<b>ACMAIMXX5 Assist at wildlife events</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>Against Knowledge Evidence 'An individual...This includes knowledge of:'</i>  Basic knowledge of risk assessment covered in PCs 1.1,1.2,2.5  hazard identification / assess the risk / risk control / review</p>	<p>Adopted recommendations - added the following to Knowledge Evidence</p> <ul style="list-style-type: none"> <li>basic risk assessment process, including hazard identification, assess risk, control or minimise risk and review risks</li> </ul>
<ul style="list-style-type: none"> <li>SME workshop - review of draft 1 consultation feedback</li> </ul>	<p>AIMXX5 – Take 'marine' out – then could be used for marine and terrestrial wildlife. Comments included:</p> <ul style="list-style-type: none"> <li>'bushfire response coordination has ramped up lately' and 'bushfire response has changed the landscape</li> <li>keep marine and terrestrial separate</li> <li>should cover wildlife, livestock, marine in emergency situation</li> </ul> <p>Agreed: Take marine-specific points out to make it general. It will also broaden volunteers' skills and knowledge.</p>	<p>The suggestion to take the 'marine' focus out of the unit and make it broader to apply to marine and terrestrial wildlife was discussed.</p> <p>The general view of the SMEWG was that this would be a positive move considering recent incident events and changes were implemented.</p>
<ul style="list-style-type: none"> <li>SME workshop - review of draft 1 consultation feedback</li> </ul>	<p>Ensure cultural awareness competency is included in all relevant units e.g. Identify and adhere to cultural protocols. SMEs would like an Element or as minimum a Performance Criteria specifically addressing cultural protocols.</p>	<p>Recommendation implemented - added a new PC to all AIM marine units - element 1 and/or checked inclusion in KE</p>

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

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>ACMNEW3X1 Assess the welfare status of an animal (also coded ACMGAS3X1)</b>		
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	"It's an excellent unit" - RTO networking group	Thank you for providing feedback. Support for the unit is noted.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	I agree with adding a welfare unit as a <b>core</b> – could this reduce the knowledge evidence requirement for welfare in the remaining core units?	Thank you for providing feedback. Support for the unit is noted.  Delivery of this unit is similar to WHS/OHS – it is a standalone unit and embedded in many other units to reinforce the importance of animal welfare.
<ul style="list-style-type: none"> <li>RTO, SA (Adelaide public consultation workshop)</li> </ul>	Supported this unit PC1.2 – is 'sector' the right word? – change to 'workplace' PC2.3 – 'over a predetermined period' but this could be just 20 seconds. IH – take this out. PC2.4 and PC3.1 'Analyse' is too high. change wording to 'review' or 'consider' PC3.4 'Summarise and record' – change to just 'Record' Change to 'Provide advice...' take out 'verbal or written' <b>Core</b> at III	Thank you for participating in the consultation and for providing detailed feedback. Noted - support for unit  Suggested edits to PCs adopted - language reviewed in PC1.2, 2.4, 2.4, 3.1 and 3.4
<ul style="list-style-type: none"> <li>Industry, WA (Bunbury public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Great idea</li> <li>Able to access suitable welfare assessment tool</li> <li>all agreed should be <b>Core</b></li> </ul>	Thank you for participating in the consultation and for providing feedback. Support for the unit is noted.
<ul style="list-style-type: none"> <li>Industry, ACT (Canberra public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Add neutral to positive and negative outcomes</li> </ul>	Thank you for participating in the consultation and for providing feedback.  Suggestion to add neutral to PC2.3 and 3.1 adopted (changed at a later stage to address additional feedback).
<ul style="list-style-type: none"> <li>Government, TAS (Hobart public consultation workshop)</li> </ul>	Support for both new units	Thank you for participating in the consultation and for providing feedback. Support for the unit is noted.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC (Melbourne public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Group supports this unit - agreed you can always improve welfare of an animal. Group agreed should be Core unit.</li> <li>Include normal behaviours and stress behaviours in knowledge</li> <li>Include role of euthanasia in welfare of animals</li> <li>Should be Core in Pet Grooming Project too</li> <li>Group agreed moving KEs to PEs as discussed</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback. Support for the unit is noted.</p> <p>Adopted suggestion to revise performance evidence to include points in KE</p> <ul style="list-style-type: none"> <li><i>analysed at least one animal welfare framework or model from the following list and selected an assessment tool appropriate for own workplace:</i></li> <li><i>Five Domains</i></li> <li><i>Five Freedoms</i></li> <li><i>Quality of Life</i></li> <li><i>sector or workplace specific models</i></li> </ul> <p>Knowledge evidence - added <i>role of euthanasia</i></p>
<ul style="list-style-type: none"> <li>Industry, WA (Perth public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>add risks e.g. 'improvements and risks' or 'consequences' – 'potential risks'</li> <li>The conditioning and training unit should be Core – and must cover stereotypies and neutral behaviours. Also cover prey vs predator behaviours and how person's behaviour can affect behaviour of the animal being assessed. Cover this in Knowledge Evidence.</li> <li>Should have similar unit for Cert II qualification too.</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback.</p> <p>Suggestion adopted - added to PC4.1 Seek assistance from supervisor, experts or team members to review suggested improvement actions <i>and potential consequences of change</i></p> <p>Noted - other comments relevant to separate units</p>
<ul style="list-style-type: none"> <li>RTO, NSW (Sydney public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Include positive, neutral and negative aspects</li> <li>Make applicable to single animal or many e.g. birds or fish</li> <li>cover physiological, psychological and physical environments</li> <li>should include at Cert II, III and IV</li> <li>should be Core</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback.</p> <p>Suggestion adopted - neutral added to PCs2.2, 2.3 and 3.1: PE includes either individual animal or group</p>
<ul style="list-style-type: none"> <li>RTO, QLD (Brisbane public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>"Welfare is the backbone of the whole industry"; "Welfare is the industry!" and this unit puts a spotlight on it. "if you didn't teach anything else, this would be the one"</li> <li>Suitable for Cert III and above</li> <li>Not suitable for Cert II unless stripped back and provided as an overview</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback. Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited Animals.</p>
<ul style="list-style-type: none"> <li>RTO, QLD (Cairns public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Would like GASXX1 as Core in Cert II but need to drop the language.</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback.</p> <p>Support for the unit is noted. The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited Animals.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Webinar - public consultation</li> </ul>	<p>"I think they're wonderful! Can't wait for them to come in – it's been a long time coming!"</p> <ul style="list-style-type: none"> <li>NEWXX1 and NEWXX2 should be Core and should be in all Cert III quals (in animal care).</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback. Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>The space of animal welfare and animal welfare monitoring, especially animal welfare risk assessments is one that is fast growing in the zoo industry. With ZAA's welfare-based accreditation system there is growing understanding of the five domains approach to animal welfare risk assessments. It would be useful if modules relating to animal welfare reflected this approach. Given that many people doing the Cert III (but not all) will work in organisations that provide for visitors, the relationship between visitors and animal interactions should be considered. Again this might be a separate module – or form part of the one that includes development of keeper talks – within this module, there should be consideration of animal welfare, and note whether or not the animal has the capacity to opt in/opt out of the visitor experience.</p>	<p>Thank you for providing feedback. Support for the unit is noted.</p> <p>Comment: The unit is modelled around the 5 Domains approach to animal welfare. Comments re visitor experiences have been noted for inclusion in relevant ACMCAN unit</p>
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Ideas/concepts of what this course could look like:</p> <ul style="list-style-type: none"> <li>Welfare</li> <li>Cooperative care</li> <li>Choice and control</li> <li>Relationships</li> </ul> <p>(part of feedback on all current Animal Care projects)</p>	<p>Thank you for this information.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Like the concept agree with forum comments that some points may be too wordy also request you look at ACMCAN404 and see where cross over of content could occur. See my comments on that unit for further details.</p>	<p>Thank you for providing feedback. ACMCAN404 has a strong focus on behaviour.</p> <p>This unit tries to cover all 5 Domains and is pitched at Cert III level</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>Application: '...welfare status of an animal' Assessing actual welfare status is challenging, as a keeper, we can assess potential risks to animal welfare state, and factors that might contribute to welfare state. Thinking about the five domains approach for animal welfare risk assessment, if we think about the nutrition domain, we can consider the types of food offered, but that does not determine welfare state. Performance criteria 1.1 Identify...welfare and ethics in</p>	<p>Thank you for providing feedback. The unit should be customised to the workplace or sector i.e. selection of assessment framework and tools used to assess the welfare of an animal can vary Suggested changes adopted to PCs 1.1, 1.4 and 2.2</p> <ul style="list-style-type: none"> <li>1.1 Identify issues relating to animal welfare in animal work environments</li> <li>1.4 Research approaches and tools used to assess and measure an animal's likely welfare state</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>in animal work Is this unit about animal welfare or animal welfare and ethics? My recommendation is that this unit focuses on animal welfare. Performance criteria 1.4 Research...and measure animal welfare' measure likely welfare state or measure risks to animal welfare. Against Performance criteria 2.2 ...identify environmental factors that impact on animal welfare and their effects. Against Performance criteria 2.3 Consideration needs to be given to targeted/desired animal behaviours, and potential for species typical behaviours. So it might be, identify desired behaviours, observe the animals and/or environment and record whether behaviours were seen or potential for these behaviours. There is the need to consider factors that will influence behaviour - e.g. pinioned bird can't fly, housing of penguin in exhibit without pool prevents swimming, no breeding prevents parental care, etc. Against Performance criteria 2.4 likely welfare state or risk to welfare. Against Performance criteria 3.4 Include assessment of nutrition, physical health, or else can't determine risks to welfare effectively, i.e. five domains approach. as part of this, also describe the likely impact and measures of success. E.g. if goal is to increase amount of time that animals spend foraging, action might be to provide more browse. Measure of success might be increased time spent feeding, or reduced frequency of head rolling. Title suggestion: Animal Welfare Assessment</p>	<ul style="list-style-type: none"> <li>• 2.2 Identify environmental factors that impact on animal welfare and their effects</li> </ul> <p>Suggested changes adopted to PC2.3, 2.4, 3.4</p> <ul style="list-style-type: none"> <li>• 2.3 Observe animal behaviours and record positive, neutral and negative aspects against desired or targeted behaviours</li> <li>• 2.4 Assess the likely mental state of the animal based on physical, behavioural and environmental factors</li> <li>• 3.4 Record suggested improvement actions and likely impact and/or measures of success</li> </ul> <p>Title - retained - needs to start with a verb to reflect required template.</p>
<ul style="list-style-type: none"> <li>• RTO, VIC</li> </ul>	<p>General comment: At least level 4 unit - cognitive skills to identify, analyse, compare and act on information from a range of sources, apply and communicate technical solutions.</p>	<p>Suggested recommendation adopted.</p> <p>The language has been adjusted to reflect AQF 3 outcomes.</p>
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>Knowledge evidence 'brief overview...legislation and regulation...;</p>	<p>Suggested recommendation adopted.</p>



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Possibly include know their legal obligation relating to legislation - e.g. to report issues to appropriate agency if required	Added - legal / reporting obligations to knowledge evidence
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>General comment: Being the devil's advocate, do we need a separate unit on this subject? Everything in this unit is throughout all other units. and therefore, should be trained within every other unit. Do we need a separate unit which then will take a spot from another unit we could be training?</p>	<p>Thank you for providing feedback.</p> <p>The unit takes a similar approach to WHS/OHS in that there are standalone units as well as embedding content throughout units. Project brief was to strengthen animal welfare via a standalone unit.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General comment: Feel that this is level 3 and 4 appropriate. Students entering the industry, should be able to work with keepers in determining negative, neutral and positive welfare. General comment: I believe animal welfare and ethics are linked. Example, euthanasia due to welfare concerns. I do think the unit is predominantly welfare based, but ethics plays a role. General comment: should be positive, negative AND neutral welfare states. Title: Agree with title. I think it covers the unit well. Knowledge evidence: Ensure language for unit aligns with ZAA.</p>	<p>Thank you for providing feedback.</p> <p>Suggestion to modify the language to align with Cert III has been adopted.</p> <p>Positive, neutral and negative aspects have been added to relevant PCs - as per comments above</p> <p>Unit adopts concepts of the 5 Domains (same as ZAA). The unit is applicable to all ACM sectors not only captive/exhibited animals.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Should be delivered across cert III and cert IV as an important role of a keeper to identify and discuss concerns etc. Agree with title.</p>	<p>Thank you for providing feedback.</p> <p>Support for the unit is noted. The SMEWG confirms the unit as a core in the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>General comment for all units. Can we avoid saying hold and use words such as house animals or care for animals. Similarly, rather than manage, use care.</p>	<p>Thank you for providing feedback.</p> <p>Suggested recommendation to review terminology was adopted where appropriate within units.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>The NSW Department of Primary Industries has released the NSW Animal Welfare Reform Issues Paper. This is an important step towards modernising welfare laws, which is a key commitment in the NSW Animal Welfare Action Plan. The paper talks about '5 freedoms' and 'exhibits' and 'minimum standards of welfare'</p>	<p>Thank you for this information.</p> <p>The 5 Freedoms is listed in the assessment requirements of the animal welfare unit.</p> <p>Final decision to be made during Validation phase and consultation with the SMEWG.</p>
<ul style="list-style-type: none"> <li>Industry, QLD/WA</li> </ul>	<p>Do we consider animal welfare and ethics to be associated? we must think of the ethics applicable to a</p>	<p>Thank you for the feedback.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	situation if we are considering the welfare of an individual. I think they are linked and students should be aware of their meanings and implications.	Ethics has been added to PC1.1 Identify issues relating to animal welfare and ethics in animal work environments. It is also addressed in the Knowledge Evidence.
<ul style="list-style-type: none"> <li>Industry, QLD/WA</li> </ul>	I like the focus that is given on this topic by providing a specific unit on it. It applies to anyone working with captive animals, domestic or not and is being recognised as an issue of increasing importance to all sectors.	Thank you for your support for this unit
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	Nutritional assessment maybe very limited in some animal care facilities eg hydrobathing	Thank you for the feedback.  Individuals are expected to use an assessment tool applicable to their workplace. However, they would need a knowledge of all factors that impact on animal welfare i.e. a holistic approach
<b>ACMNEW3X2 Promote positive wellbeing in self and others in animal care workplaces (also coded ACMGAS3X1)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Perhaps it should be called <i>Professional Grief and Guidance in Animal Industries</i> With this umbrella title the unit can then address the areas of 1. Attachment and loss (personal reflection and processing); 2. Resilience and guidance (coping mechanisms and responses within the work environment – awareness and sensitives); 3. Industry staff impacted directly by losing an animal they've invested in (e.g. via euthanasia, accidental death, illness, or relocation); 4. How to respond to/engage with clients/owners having lost an animal (e.g. vet clinic) 5. How to respond to guests having witnessed losing an animal (e.g. in zoos) 6. Managing overall personal and professional expectations associated with a loss	Thank you for providing feedback.  Title - needs to start with a verb to reflect required template.  Suggestions for content are covered in the unit (including KE) and relate to contextualising the unit to meet different sector needs.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	I think the promote positive mental health unit if developed would be difficult to deliver for most RTOS – hard to fully comment on this unit without seeing it but you will have to be careful not to make it too difficult for RTOs to deliver and assess as most current captive animal teachers are likely not to be able to deliver it which creates all sorts of competency and currency issues with respect to ASQA requirement etc	Thank you for providing feedback.  The SMEWG supports making this unit a core unit in the Certificate III.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, SA (Adelaide public consultation workshop)</li> </ul>	<p>Supported this unit re 'self-care plan' – use a scenario, base it on a scenario. use 'action plan' Should not be Core at Cert II level but definitely Cert III Make assessment about 3rd person – change 'that had a personal...' wording Change 'self-care plan' to 'action plan' MH 1st Aid should be left in</p>	<p>Thank you for participating in the consultation and for providing detailed feedback.</p> <p>Support for the unit is noted. SMEWG support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p> <p>Suggestions adopted – the self-care plan is retained but PE allows for a personal or fictional self-care (action plan) to address concerns relating to privacy.</p> <p>MHFA certification to be broadened to include or 'equivalent' with advice provided in the CVIG.</p>
<ul style="list-style-type: none"> <li>Industry, WA (Bunbury public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Vital for this work</li> <li>All agreed should be <b>Core</b></li> </ul>	<p>Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>Industry, ACT (Canberra public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>"it's fantastic! I see it all the time"</li> <li>Include indicators as to when you should go for professional help</li> <li>All group agreed should be <b>Core</b> in Cert III</li> <li>Need to understand euthanasia is sometimes the best option for the animal and understand why vets have made a particular decision.</li> <li>Having assessor have MH 1st Aid may increase risk – false sense of security. Get the right information from the right people.</li> <li>Yes, should be included in Cert III.</li> <li>The 2 new GAS units should in the <b>Core</b></li> </ul>	<p>Thank you for participating in the consultation and for providing detailed feedback. Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>Government, TAS (Hobart public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Supports GASXX1 and GASXX2 units</li> </ul>	<p>Thank you for participating in the consultation and for providing detailed feedback. Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>RTO, VIC (Melbourne public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Group supports this unit</li> <li>Group prefers using term Mental Health</li> <li>Agrees assessor should have Mental Health 1st Aid</li> <li>Use terms "emotional intelligence and resilience" in this unit</li> </ul>	<p>Thank you for participating in the consultation and for providing detailed feedback. Support for the unit is noted.</p> <p>Noted - preference for mental health terminology.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>• Include 'suicide and drug use' terms but maybe word as 'a basic overview of...'</li> </ul>	Suggestion to modify KE to overview of suicide and drug/substance use adopted.
<ul style="list-style-type: none"> <li>• Industry, WA (Perth public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment should give option of 1st person or 3rd person perspective.</li> <li>• Strongly support the assessor having Mental Health 1st Aid</li> <li>• This is a Duty of Care issue – add this into the unit</li> <li>• Add in <i>Emotional Intelligence</i> and <i>debriefing</i> to this unit</li> </ul>	<p>Adopted - PE changed to:</p> <ul style="list-style-type: none"> <li>• developed a personal or fictional self-care action plan</li> </ul> <p>Knowledge evidence - added references to:</p> <ul style="list-style-type: none"> <li>• duty of care, emotional intelligence and debriefing.</li> </ul>
<ul style="list-style-type: none"> <li>• RTO, NSW (Sydney public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider not only deaths but also transfers of animals</li> <li>• Suggested title - Attachment, loss and resilience in the animal care industries</li> <li>• Group agreed – should include in Cert III</li> </ul>	<p>Adopted recommendation and added attachment, loss and grief to KE Title needs to commence with a verb.</p> <p>The SMEWG discussed and considered the feedback and supports current title <i>Promote positive wellbeing in self and others in animal care workplaces</i> –</p> <p>Support for the unit is noted. The SMEWG also supports the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>• RTO, QLD (Brisbane public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• group agreed to the current title</li> <li>• Good as a stand-alone unit</li> <li>• Should be <b>Core</b> at Cert III but not lower qualifications</li> <li>• Regarding assessors having Mental Health 1st Aid qualification – No, will deter RTO's from delivering it.</li> <li>• make it an Elective – if insist on Core, would have to cull the Knowledge Evidence list</li> <li>• take out the reference to 'personal'</li> </ul>	<p>Thank you for participating in the consultation and for providing detailed feedback. Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support:</p> <ul style="list-style-type: none"> <li>• the inclusion of the additional assessor requirements relating to mental health first aid with advice provided in the CVIG</li> <li>• the unit being in the core of the Certificate III in Captive/Exhibited animals.</li> </ul>
<ul style="list-style-type: none"> <li>• RTO, QLD (Cairns public consultation workshop)</li> </ul>	<ul style="list-style-type: none"> <li>• Have as an Elective.</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>• Webinar - public consultation webinar</li> </ul>	<p>"I think they're wonderful! Can't wait for them to come in – it's been a long time coming!"</p> <ul style="list-style-type: none"> <li>• GASXX1 and GASXX2 should be <b>Core</b> and should be in all Cert III quals (in animal care).</li> </ul>	<p>Thank you for participating in the consultation and for providing feedback. Support for the unit is noted.</p> <p>The SMEWG discussed and considered the feedback and support the unit being in the core of the Certificate III in Captive/Exhibited animals.</p>
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	I don't have much to say about this one except yes think something along these lines would be good would need to address who delivers the unit as quite specialised	Support for the unit is noted.

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul> <p>Assessment Conditions: Is this a pre-requisite? How will it affect the packaging rules of quals by importing to complete unit. Hazard consistent with the language used in other parts of the unit Suggest changing to psychosocial hazard?? - affects the psychological and physical well-being. Require significant degree of underpinning knowledge as per MHFA accreditation required in assessment conditions Level 4 or 5 unit? Unit requires cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements and communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge</p>	<p>Thank you for your feedback.</p> <ul style="list-style-type: none"> <li>Assessment conditions i.e. assessor requirements relating to mental health first aid would be mandatory</li> <li>Psychological health and safety terminology is used in WHS</li> <li>The SMEWG identified the need to target Cert III level. Some changes to language have been made to address this.</li> <li>Both challenges and hazards have been used in the revised version of the unit to capture both</li> </ul> <p>The SMEWG has supported the content covered in the Knowledge evidence.</p> <p>The language used in the unit has been modified to reflect AQF 3 outcomes. The SME group identified the need to target Cert III level</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul> <p>Assessment Conditions: Don't agree with the specific assessor requirements - I feel a trainer/assessor with experience in the animal care industry would bring good real life experience to this unit. This requirement may limit the uptake of this important unit. Knowledge evidence: 'services available for referral, including...' As well as services available for referral, I suggest adding in a point about researching existing company policies (e.g. they may have a section in their staff meetings to discuss issues/a workplace mental health strategy/Employee Assist Program/mentor/well being program)</p>	<p>Thank you for your feedback.</p> <p>The SMEWG discussed and considered the feedback and supports the inclusion of the additional assessor requirements relating to mental health first aid with advice provided in the CVIG.</p> <p>Adopted - referral to employee assistance programs added to Knowledge evidence.</p>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul> <p><i>General comment:</i> Best for the Vet qualification. Elective unit. <i>Against Performance Evidence:</i> Agree with 852 that this may be difficult to assess and I would not be comfortable training this unit as I would not be able to assess as I am not a psychiatrist</p>	<p>Thank you for your feedback.</p> <p>The SMEWG discussed and considered the feedback and supports the inclusion of the additional assessor requirements relating to mental health first aid with advice provided in the CVIG. The reason for inclusion of these requirements is to ensure those delivering the unit are equipped to do so.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>General comment: I agree with 680 comment that this may be best at a level 4 or 5 unit and potentially needed in the Cert IV Captive Animals or Vet Nursing.</p> <p>Assessment Conditions: I feel that having this as a requirement of the assessor limits that RTO's ability to provide this course unit as a core as suggested.</p> <p>Against Performance Evidence: As a trainer and assessor I feel that this may be a difficult to assess as there is no real benchmarks that can be implemented as each and every person will have a different way of handling a stressful situation</p>	<p>Thank you for your feedback.</p> <p>PE - individual assessment plans will vary - no right/wrong answer - assessor will need to use judgement that identification of issues and suggested strategies are feasible</p> <p>The SMEWG supports the inclusion of the additional assessor requirements relating to mental health first aid with advice provided in the CVIG. The reason for inclusion of these requirements is to ensure those delivering the unit are equipped to do so.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General comment: Should be used across CAM, Vet Nursing and Companion which would make it Level 3. Some students currently entering industry are not prepared for the realities of industry. Given Cert III is often required by industry, and Cert IV is not, I suggest this should be at level 3 (even if only as elective)</p> <p>Performance criteria 1.3 I like the term of challenges as it allows for a broad scope. I think leave as 'hazards and challenges'? I think it is important to leave for broad and not just focus on attachment and loss and considers other psychological factors like taking on feedback (which is not covered in depth in WHS).</p> <p>Against Knowledge evidence title: My interpretation is that we are assessing the students ability to write and report on a self care plan. (not that they actually implement it). Should also include animal attachment, not just death, but animal moves(to different institutions).</p> <p>Assessment Conditions: If this is an elective, then RTOs can opt to take on the unit. MHFA is a useful tool, especially given the type of discussions that might arise. I can see that it makes it harder for RTOs to take on the unit, but I also think MHFA is a useful certificate to have</p>	<p>Thank you for providing feedback.</p> <p>Support for the unit is noted. The SMEWG support the unit being in Certificate III level qualifications.</p> <p>Noted and suggestions implemented.</p> <ul style="list-style-type: none"> <li>agreement with terminology hazards and challenges</li> <li>PE - reworded to include fictional plan - implement and review deleted</li> <li>KE - attachment, loss and grief added</li> <li>AC - support for inclusion of the additional assessor requirements relating to mental health first aid</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Relevant at cert III and cert IV taught across all 3 animal streams.</p> <p>Assessment Conditions: Agree with MHFA accreditation. It is a full on topic and gives some confidence in the trainers knowledge to teach it properly.</p>	<p>Thank you for providing feedback.</p> <p>Agreement with MHFA certification for assessors and to include in Cert III qualifications noted – also supported by the SMEWG.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Based on the Australian Qualifications framework this unit seems to be aiming for a level 4 or 5 (680 comment states). I would like to see this as a mandatory unit as every job in the animal care experiences compassion fatigue. This subject needs to be added to all certificate levels as a cert II person will still experience what a higher qualification person will experience so far as the issue of compassion fatigue Section 2.1 has the word workplace repeated twice</p>	<p>Thank you for your feedback.</p> <p>The language used in the unit has been modified to reflect AQF 3 outcomes. Typo addressed in PC2.1</p>
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Agree the MHFA 2 day course should be included</p>	<p>Thank you for the supportive comment.</p> <p>The assessor requirements have been broadened to:</p> <ul style="list-style-type: none"> <li>assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications.</li> </ul>
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Please refer to the Mental Health First Aid 2 day course. It is vital in this industry that the right professional input is put into this unit.</p> <p>Could this not be merged into the MHFA course and adapted to suit our industry?</p>	<p>Thank you for the supportive comment.</p> <p>The assessor requirements have been broadened to:</p> <ul style="list-style-type: none"> <li>assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications.</li> </ul> <p>Skills Impact are not able to modify or use the MHFA course.</p>
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Can I suggest looking at the Mental Health First Aid 2 day course as this has a lot of very important parts to it which would help here.</p>	<p>Thank you for your feedback.</p> <p>Skills Impact is not able to directly access the detailed content of the course. However, the SMEWG who have guided the development of the unit have the knowledge and experience of the MHFA course and have provided significant input.</p>
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Challenges is used more widely in mental health courses. May be refer to an industry leader such as Lifeline for best terminology.</p>	<p>Thank you for your feedback - both challenges and hazards have been used in the revised version of the unit to capture both aspects.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>Industry, QLD</li> </ul>	<p>I think this MHFA course should be a mandatory qualification for the trainer and assessor. Participants may be triggered or be vulnerable and it's important to ensure the trainer has the skills necessary to identify this., perhaps even apply MHFA.</p>	<p>Thank you for the supportive comment.</p> <p>The assessor requirements have been broadened to:</p> <ul style="list-style-type: none"> <li>assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Only learning about the MHFA certificate as I read this- I think it would be a good for the assessor to hold it. Does this also mean the teacher of the unit must be an MHFA as well as the assessor?</p>	<p>Thank you for the supportive comment.</p> <p>The assessor requirements have been broadened to:</p> <ul style="list-style-type: none"> <li><i>assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications. Advice will also be added to the Companion Volume Implementation Guide.</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I think if the unit is taught in a classroom there could be different scenarios set up and the students will then be able to role play and can learn from others reactions/ outcome. Enabling a one one and group activities so everyone understands that we are all unique on our reactions. The knowledge evidence is a guide to help the person studying the unit be aware for themselves and their colleagues around them- not to try and solve every problem as some require professional help If this is an online course scenarios could be videoed or written or both with the student to give answers to what their responsibilities would be / how and what they would do to help/ report issues</p>	<p>Thank you for your feedback.</p> <p>The performance evidence has been written broadly to be applicable to a range of animal care sectors.</p> <p>Case studies and scenarios are catered for in the revised version of the unit (refer to PE and Assessment Conditions).</p>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>limits RTO's ability to deliver Animal Care package as suggested as a core unit.</p>	<p>Thank you for your feedback.</p> <p>The SMEWG discussed and considered the feedback and supports the additional requirements for assessors. The assessor requirements have been broadened to:</p> <ul style="list-style-type: none"> <li><i>assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications.</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>This unit is appropriate across all sectors that work with animals. Vet Nurses are affected by the loss of an animal, as well as the grief of their owners. Keepers bond with individual animals that are then relocated to another zoo overseas or interstate. Companion Animal industry occasionally see impact of aggressive dogs and cruelty cases. And many other examples including euthanasia related stress for individuals. and how they navigate through these events across their workplace.</p>	<p>Thank you for the supportive comment.</p> <p>The assessor requirements have been broadened to:</p> <ul style="list-style-type: none"> <li><i>assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications.</i></li> </ul> <p>The ACMWHS unit is not within the project scope so changes cannot be made to it. However, RTOs may wish to cluster the units as part of their delivery and assessment strategy.</p>



Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Delivery should focus on tools that could be developed by individuals in response to stressors (similar to the tools already outlined across the WHS units linked to psychological stress and well-being). In such a case trainers and assessors do not need to be councilors, nor mental health specialists - as long as they've had experience in the industry.</p> <p>Alternatively this can be added into existing WHS units?</p>	

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

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<b>General comments re ACMSPE units</b>	
<ul style="list-style-type: none"> <li>• RTO, VIC</li> </ul> <p>The units are so repetitive with other units - for example</p> <ul style="list-style-type: none"> <li>• ACMGAS204 - feed and water animals- is the same as element 5</li> <li>• ACMGAS205 - Assist in animal health - is the same as element 4</li> <li>• Capture and restraint animals is in nearly all units</li> <li>• Documentation is in all units</li> </ul> <p>My idea would be the following:</p> <ul style="list-style-type: none"> <li>• Merge mammals, dog, cats, rabbit and rodents</li> <li>• Provide basic care of companion animals - dogs, cats, rabbit, birds.</li> <li>• Provide basic care for exotic pets- reptiles, amphibians</li> <li>• Provide basic care for farm animals (cow, goats, etc.</li> <li>• Provide basic care for native birds,</li> <li>• Provide basic care for native non-venomous reptiles and amphibians</li> <li>• Keep provide basic care for native mammals</li> </ul> <p>I think the SPE. units should be electives with a number of elective offered to stop the overlap, so the learner is</p>	<p>Thank you for feedback.</p> <p>The ACMSPE units are selected according to the workplace context. Not all units would be selected. The units need to be standalone and are consistent in their approach and format.</p> <p>The SMEWG confirmed the merging of:</p> <ul style="list-style-type: none"> <li>• ACMSPE306 (marine fish) and ACMSPE307 (freshwater fish) merged into ACMSPE3XX Provide basic care of fish</li> <li>• ACMSPE308 (marine invertebrates) and ACMSPE309 (terrestrial and freshwater invertebrates) merged into ACMSPE3XX Provide basic care of invertebrates.</li> </ul>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
	not taught the same thing so many times, which happens in a number of units.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I agree with combining the SPE units as relevant – for example – marine + freshwater fish and marine + terrestrial + freshwater invertebrates. I think if those SPE units are combined, then a maximum of 2 SPE units should be allowed only in the packaging rules</p> <p>If a venomous SPE reptile unit is considered – I think it should have the non-venomous unit as a pre-requisite to help with safety</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>Concern regarding the merging of the Basic care of units for ACMSPE309 “Terrestrial and Freshwater Invertebrates” and ACMSPE308 “Marine Invertebrate” units “Invertebrate” is a term used to describe animals without backbones. 97% of all animal species are invertebrates “Arthropod” means “jointed leg” and encompasses the groups of crustaceans (e.g. crabs and lobsters), insects, myriapods (centipedes and millipedes), and arachnids (spiders). “Terrestrial arthropods” encompasses all the jointed leg animals which live some of their lifecycle on land Insects are a group within terrestrial arthropods. 75% of all animal species described are insects. These special invertebrates have three body segments, six legs and compound eyes. Many insect species are able to fly, a feature not seen in any other invertebrate group. The terrestrial and freshwater invertebrate unit covers insects and spiders as well as freshwater crustaceans. Insects can be as diverse as butterflies, diving beetles, stick insects, insects reared for live food such as mealworms, crickets, silkworms, wax worms. All these species have unique and intricate breeding systems. Terrestrial and freshwater invertebrates are linked</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>because some insect species whose adult life stage flies, have aquatic larval or nymph life stage (mosquitoes, dragonflies, stone flies, caddisflies). Some species have a combination where larval stage and adult stage are aquatic and pupal stage is terrestrial. The diving beetle for examples has an aquatic larval stage, a terrestrial pupal stage and the adult beetle is aquatic but breaths air.</p> <p>The marine invertebrate unit can cover animals as diverse as coral, octopus, marine crustaceans</p> <p>It seems imbalanced to have separate units for every vertebrate group, including 3 units for mammals, then lump the skills and knowledge required to care for the remaining 97% of animals into one unit.</p>	
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul> <p>Imbalance in the diversity of species covered by each unit</p> <p>The species units are arbitrary in the diversity of the number and variety of species in each unit. This is a problem because it means that the volume/ depth/ level of understanding required /content of expected knowledge is not evenly distributed across the units. The units are neither equivalent or equal in size of skill set required.</p> <p>For example, the rodents and rabbits unit is aimed at training students in the care of lab mice, rats, guinea pigs and rabbits (4 closely related species, with very similar welfare, health, conservation, housing and nutrition requirements).</p> <p>In contrast to the rodent and rabbit unit, the bird unit can potentially cover a diverse array of bird species (830 species in Australia), from penguins, sunbirds, emus, parrots with diverse animal welfare needs, different health problems, diverse feeding strategies and diverse housing requirements. These bird species require different habitats (terrestrial- forest, grassland, arid, tropical), wetland, marine, coastal, freshwater as well as different breeding systems, rearing of young (prococial or altricial), different feeding regimes (omnivore, herbivore, granivore, nectivore, carnivore, piscivore), some are able to fly some are not, some are endangered and some are not.</p>	<p>Thank you for the feedback re imbalance of species in SPE units.</p> <p>The units have been developed over time to address needs of specific sectors e.g. rodents &amp; rabbits - animal technology.</p> <p>The units may be contextualised to focus on species relevant to workplace. Also, the revised performance evidence in some units has added more specificity to types and number of species.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTOs - consultation workshop Adelaide</li> </ul>	<ul style="list-style-type: none"> <li>Leave rodents and rabbits in</li> <li>Leave dogs and cats in</li> <li>Don't merge mammals</li> <li>Would like a venomous reptiles unit</li> <li>Take goannas out of non-venomous unit.</li> </ul>	<p>Thank you for the feedback – the SMEWG supported the merging of the fish and invertebrate units. Please refer to rational above.</p> <p>The SMEWG discussed and considered the feedback but did not support the development of a venomous reptile unit – see rational above</p> <p>Industry advice supported by the SMEWG advised to leave goannas in the reptile unit. Although they are considered mildly venomous, they considered that they should remain in the unit.</p>
<ul style="list-style-type: none"> <li>Industry - consultation workshop Perth</li> </ul>	<ul style="list-style-type: none"> <li>ACMSPE units not needed</li> </ul>	<p>Thank you for the feedback – the SMEWG discussed and considered the feedback and supports retaining the use of the ACMSPE units.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Suggest adding clarification on broad terminology e.g. “Facility requirements”, “Profile” (SPE units) Volume of units I agree with other comments about volume discrepancies. Some such as “birds” and “mammals” are about entire classes of animals whereas others are just species specific e.g. dogs and cats. Suggest breaking down classes into further groupings</p>	<p>Thank you for the feedback</p> <ul style="list-style-type: none"> <li>facility means the workplace – this will be explained in the CVIG.</li> <li>wording of PC1.1 (profile) has been changed in all units – see entry below.</li> </ul> <p>Thank you for the feedback re imbalance of depth of coverage of species in SPE units. Please note comments above.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>All SPE units - <b>Element 1</b> PC1.1 Define the profile and characteristics Can be read as:</p> <ul style="list-style-type: none"> <li>terrestrial / fossorial / arboreal;</li> <li>diurnal / nocturnal / crepuscular</li> </ul> <p>Yet for ACMSPE304 and 305 does it mean the characteristics of the different breeds?</p> <p>Suggest change wording to: “Define habitat and activity cycle” or provide a definition as to what information exactly is being sought with the use of the term “profile”. PC 1.3 Classify (birds / mammals / etc) using industry-specific terminology Suggest amending wording to: “Classify (birds / mammals / etc) taxonomically” All SPE units - <b>Element 3</b> 3.3 Approach and catch mammals while minimising risks to animal and others</p>	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>Element 1 – clarify term <i>profile</i> – PC1.1 changed to habitat, activity cycle and general features.</li> <li>PC1.3 Classify (species) according to taxonomy</li> <li>Element 3 – PCs changed where appropriate for species</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>3.4 Restrain mammals using approved animal welfare management procedures Approach, catch and restrain should have the same qualities applied to them. Suggest combining these to: “Approach, capture and restrain (mammals / reptiles / bird / etc) while minimising risks to animals and others and using approved animal welfare management procedures.” All SPE units - <b>Element 5</b> PC 5.2 Identify preferred feed sources and assess samples for quality and suitability Suggest clarification on “preferred feed sources” or removal of this part of the PC as it could conceivably be covered in: 5.4 Prepare food in accordance with dietary needs 5.4 Prepare food in accordance with dietary needs 5.5 Distribute food Suggest combining these to “Prepare and distribute food in accordance with dietary needs” All SPE units – <b>Knowledge Evidence</b> KE types of food and food supplements and their role in (dog / cat / native mammals / etc) diets “Supplements” is a very broad and controversial term. People’s opinions will differ on what is a good supplement or not and what scientific evidence backs up a product. Suggest removing “Supplements” from all SPE units.</p>	<ul style="list-style-type: none"> <li>• Element 4 – PC4.4 relating to health enrichment - deleted</li> <li>• Element 5 – reference to supplements clarified – added <i>approved</i> supplements</li>   <li>• Knowledge Evidence (KE) – supplements either deleted or <i>approved</i> added</li> </ul>
<ul style="list-style-type: none"> <li>• Industry Association, WA</li> </ul>	<p>I query the use of the word basic in these units. They are all AQF 3 level (yes i know units don't officially have levels, but they do). Units should reflect competence to provide care.</p>	<p>Thank you for the feedback on the species-specific units (ACMSPE). Suggestion adopted: Unit titles changed from <i>Provide basic care for XXX</i> to <i>Provide general care for XXX</i></p>
<b>ACMSPE301 Provide basic care of amphibians</b>		
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>General recommendations for ACMSPE units provided</p>	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>• Element 1 – clarify term <i>profile</i> – changed to habitat, activity cycle and general features</li> <li>• Element 3 – no change – PCs appropriate for species</li> <li>• Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>Element 5 – reference to supplements clarified – added <i>approved</i> supplements</li> <li>KE – supplements</li> </ul>
<b>ACMSPE302 Provide basic care of birds</b>		
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	<p>PC2.5 I think this should be transferred into knowledge. There is an enrichment unit where enrichment is implemented</p> <p>PC4.4 -There is no such thing as health enrichment - It is enrichment and this element is talking about assisting with health care. This could be implement health/preventative as directed?</p>	<p>Recommendation partially adopted - PC2.5 kept as not everyone will undertake the enrichment unit i.e. units are standalone - deleted <i>implement</i> so content can be covered in KE</p> <p>Recommendation adopted - PC4.4 health enrichment activities - deleted in all ACMSPE units based on SMEWG advice</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Within an exhibiting animal facility I think need to make different from domestic or primary producing birds Covering those collections that still exhibit exotic as well. Regarding Element 1 Identify commonly kept birds (Add wording) in an exhibiting animal facility.</p>	<p>Thank you for the feedback – references to exhibiting animal facility not supported as not all birds/facilities will exhibit and this could limit the unit.</p> <p>The application section describes the types of facilities the unit applies to:</p> <ul style="list-style-type: none"> <li><i>animal shelters or rehabilitation organisations, pet shops, breeding establishments, zoos or similar workplaces. .</i></li> </ul>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>Performance Evidence: revert to three species from different groups. there are many and varied species of birds with diverse husbandry requirements. selecting from different bird groups would ensure students have enough skill to cater for different groups. for example: soft bills, Australian parrots, exotic parrots, finches and quail, pigeons and doves, ratites, birds of prey, nectar feeding birds, marine birds, ducks and geese, game birds. some birds, such as arid zone parrots are able to be well cared for in captive because they originate from harsh environments and have evolved to tolerate harsh conditions. a worker skilled to maintain budgies in captivity may not have the opportunity to develop the skill set required to care for a more specialized care regime required for a penguin or a cassowary or a honeyeater</p>	<p>Thank you for the recommendation. The PE has been increased from two to three birds as seen below:</p> <ul style="list-style-type: none"> <li><i>provided basic care for a minimum of three birds of different species, including (for each):</i> <ul style="list-style-type: none"> <li><i>demonstrating appropriate restraint and safe handling techniques</i></li> <li><i>preparing and providing food</i></li> <li><i>assisting with health care needs</i></li> <li><i>maintaining feed and treatment records</i></li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Suggest change from “Basic care of Birds” to “Basic care of”:</p> <ul style="list-style-type: none"> <li>Parrots</li> <li>Raptors</li> <li>“Bush birds” (all other native birds)</li> <li>Common exotic birds in exhibited populations</li> </ul> <p>Suggest adding to the KE: Identify the indicators of distress including:</p> <ul style="list-style-type: none"> <li>screeching</li> <li>aggression</li> <li>attempted reproductive behaviours</li> <li>feather plucking</li> <li>self-mutilation</li> </ul> <p>Identify the causes of distress including:</p> <ul style="list-style-type: none"> <li>frustration of natural behaviours</li> <li>unfulfilled reproductive behaviour</li> <li>lack of flight opportunity</li> <li>inadequate socialisation for the species</li> </ul> <p>KE enrichment needs, including:</p> <ul style="list-style-type: none"> <li>extras to daily base diet</li> <li>physical enrichment items</li> <li>social enrichment</li> </ul> <p>Suggest adding: Access to native foliage and food</p> <p>KE methods used to safely approach and handle birds, including:</p> <ul style="list-style-type: none"> <li>confining to small area before attempting to catch</li> <li>encouraging bird to approach by offering a treat</li> <li>enticing bird into a smaller enclosure</li> </ul> <p>Suggest that 1st and 3rd points are similar in nature and could be combined.</p>	<p>Thank you for the recommendation.</p> <p>More details about the range of birds has been added to the performance evidence i.e. parrots, raptors, “bush birds” (other native birds) and common exotic birds in exhibited populations.</p> <p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>Element 1 – clarify term <i>profile</i> – changed to habitat, activity cycle and general features</li> <li>Element 3 –PC 3.3 and 3.4 merged</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> <li>Knowledge evidence – suggestions added.</li> </ul>
<b>ACMSPE303 Provide basic care of common native mammals</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General recommendations for ACMSPE units provided</p>	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>Element 1 – PC1.1 clarify term <i>profile</i> – changed to habitat, activity cycle and general features PC1.3 Classify native mammals according to their taxonomy</li> <li>Element 3 –PC 3.3 and 3.4 merged</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>Element 5 – reference to supplements clarified – added <i>approved</i> supplements</li> <li>KE – supplements</li> </ul>
<ul style="list-style-type: none"> <li>RTO, WA</li> </ul>	With this unit covering native Australian mammals we don't need the ACMSPE312 rodent and rabbits and that unit best left for companion animal sector.	Thank you for the suggestion -- comment relates to selection of electives in captive animal qualification. The unit is required in other qualifications e.g. companion animals and animal technology.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>KE behaviour characteristics that can vary according to:</p> <ul style="list-style-type: none"> <li>breeding season</li> <li>species, breed, age and sex of the animals</li> <li>time of day or night.</li> </ul> <p>Suggest removing “time of day or night” and relating with activity cycle</p> <p>KE behaviour characteristics associated with different species:</p> <ul style="list-style-type: none"> <li>activity levels at certain times of day or night</li> <li>feeding and foraging</li> <li>social interaction</li> </ul> <p>Suggest that first point “activity levels at certain times of day or night” is removed as it is already covered.</p> <p>KE •defensive and nervous behaviour</p> <ul style="list-style-type: none"> <li>dominance and aggressive behaviour</li> <li>stereotypical behaviour</li> <li>submissive gestures</li> </ul> <p>Suggest that these are very detailed and can conceivably be covered in KE above “behaviour characteristics associated with different species”. Could be removed or collated into: “territorial behaviours”</p> <p>Stereotypical behaviour is a different topic – this is more about the effects of captivity.</p>	Thank you for the recommendations re changes to KE – they have been adopted
<b>ACMSPE304 Provide basic care of domestic dogs</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Agree with comments at online forum to remove domestic dog unit from captive cert III electives	Thank you for the recommendations – the SMEWG supports removing this unit from the electives in revised certificate III in captive/exhibited animal qualification.



Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	This is an improvement	Thank you for the feedback.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	General recommendations for ACMSPE units provided	General recommendations for ACMSPE units adopted in this unit re: <ul style="list-style-type: none"> <li>Element 1 – PC1.1 clarify term <i>profile</i> – changed to habitat, activity cycle and general features PC1.3 Classify native mammals according to their taxonomy</li> <li>Element 3 –PC 3.3 and 3.4 merged</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> <li>Element 5 – reference to supplements clarified – added <i>approved</i> supplements</li> <li>KE – supplements</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	PC1.1 Define the profile of dog... - This term is used across SPE units and could do with some clarification Knowledge Evidence: <ul style="list-style-type: none"> <li>activity levels appropriate for age and breed - The KE requires detailed examination of different breeds. Suggest that it is amended to remove 'breed' and include the ones below e.g. 'Activity levels appropriate for aged, including puppy socialisation.' Activity' is also mentioned in KE above ('housing, social and activity needs of dogs')</li> <li>normal feeding, resting and eliminative behaviour - Suggest removing this KE or amending. What is it trying to achieve?</li> <li>Regarding 'inappropriate or unwanted behaviours' and query if section is too detailed regarding different types of behaviours - You could remove 'inappropriate arousal levels' as this is a generalised term that is already covered within the other specific terms like the vocalisation, repetitive behaviours etc.</li> <li>Regarding 'dog enrichments, including occupational activity options' and query 'does the term occupational activity options require clarification?' - Yes. It is also probably too specific and not necessary to include, as physical and social enrichment can provide occupational enrichment. What are you trying to achieve with this term?</li> </ul>	Thank you for the recommendations <ul style="list-style-type: none"> <li>Element 1 – PC1.1 re profile – changed to <i>Define the breed characteristics of dogs commonly cared for within the facility</i></li> <li>Knowledge Evidence – suggested changes implemented</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>types of food and food supplements and their role... - Controversial - what supplements should an RTO recommend? I made some further notes on this in other attached document.</li> <li>basic overview of state/territory...domestic dogs, biosecurity and health... - Clarification could help on this term. Do you mean quarantine procedures implemented in kennels?</li> </ul>	
<b>ACMSPE305 Provide basic care of domestic cats</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	General recommendations for ACMSPE units provided	General recommendations for ACMSPE units adopted in this unit re: <ul style="list-style-type: none"> <li>Element 1 – PC1.1 clarify term profile – changed to breed characteristics PC1.3 Identify cats according to industry classification and terminology</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> <li>Element 5 and KE – reference to supplements deleted</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Agree with comments at online forum to remove domestic cat unit from captive cert III electives	Thank you for the recommendation – the SMEWG supports removing this unit from the electives in revised Certificate III in captive/exhibited animal qualification
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Looks good - feedback from staff teaching unit no change needed	Thank you for the feedback.
Skills Impact	Note – Performance evidence updated for consistency with ACMSPE304 Provide basic care of domestic dogs.	
<b>ACMSPE3X1 Provide basic care of fish</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Agree with comments during online forum to combine ACMSPE306 and ACMSPE307	Thank you for feedback –The SMEWG confirmed: <ul style="list-style-type: none"> <li>ACMSPE306 (marine fish) and ACMSPE307 (freshwater fish) merged into ACMSPE3XX Provide basic care of fish</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Performance Criteria 1.1: ..held in facility... suggests reword: Define the profile of freshwater fish commonly held in facility. habitat, nutrition , health and behaviour are all covered in other performance criteria	Recommendations adopted - changes made to new combined unit ACMSPE3X1: PC1.1 Define the profile of fish commonly housed in facility PC3.2 Catch and restrain fish in a way that minimises risks, using appropriate equipment and approved humane handling techniques

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Performance Criteria 3.2: Approach, ... perhaps gather equipment is better than approach.</p> <p>Performance Criteria 4.3 Identify...and preventative treatment... define preventative treatment, can this be water and tank management? implement according to level of job responsibility.... most students don't have much of a responsibility, could this be simply under supervision?</p> <p>Performance Criteria 5.6: Culture animal... does it have to be culture animal and plant, can it be identify animal and plant species commonly used to feed freshwater fish?</p> <p>Performance Criteria 6.2: Report... how are they reporting, should it be record?</p> <p>Performance Criteria 6.3: ...and transport, ... not sure how many students would get to do this.</p>	<p>PC4.3 Identify general health maintenance and preventative treatment procedures and implement according to supervisor instructions</p> <p>PC6.2 Record abnormalities and advise supervisor</p> <p>PC6.3 Comment noted - PC states where required</p> <p>Knowledge Evidence</p> <ul style="list-style-type: none"> <li>• general health maintenance and preventative treatment procedures for fish, including: <ul style="list-style-type: none"> <li>○ water and tank management.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>General recommendations for ACMSPE units provided</p>	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>• Element 1 – clarify term <i>profile</i> – PC1.1 changed to habitat, activity cycle and general features. PC1.3 Classify (species) according to taxonomy</li> <li>• Element 3 – PCs changed where appropriate for species – <i>approach</i> deleted</li> <li>• Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul> <p>Knowledge Evidence (KE) – supplements deleted</p>
<b>ACMSPE3X2 Provide basic care of invertebrates</b>		
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>Agree with comments during online forum to combine this unit with ACMSPE306</p>	<p>Thank you for feedback –The SMEWG confirmed:</p> <ul style="list-style-type: none"> <li>• ACMSPE308 (marine invertebrates) and ACMSPE309 (terrestrial and freshwater invertebrates) merged into ACMSPE3X2 Provide basic care of invertebrates</li> </ul>
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>General recommendations for ACMSPE units provided</p>	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>• Element 1 – clarify term <i>profile</i> – PC1.1 changed to habitat, activity cycle and general features. PC1.3 Classify (species) according to taxonomy</li> <li>• Element 3 – PCs changed where appropriate for species – <i>approach</i> deleted</li> <li>• Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>Knowledge Evidence (KE) – supplements deleted</li> </ul>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>The terrestrial and freshwater invertebrate unit covers insects and spiders as well as freshwater crustaceans. Insects can be as diverse as butterflies, diving beetles, stick insects, insects reared for live food such as mealworms, crickets, silkworms, wax worms. All these species have unique and intricate breeding systems. Terrestrial and freshwater invertebrates are linked because some insect species whose adult life stage flies, have aquatic larval or nymph life stage (mosquitoes, dragonflies, stone flies, caddisflies). Some species have a combination where larval stage and adult stage are aquatic and pupal stage is terrestrial. The diving beetle for examples has an aquatic larval stage, a terrestrial pupal stage and the adult beetle is aquatic but breaths air.</p> <p>The marine invertebrate unit can cover animals as diverse as coral, octopus, marine crustaceans It seems imbalanced to have separate units for every vertebrate group, including 3 units for mammals, then lump the skills and knowledge required to care for the remaining 97% of animals into one unit.</p>	<p>Thank you for feedback - comments re imbalance of species in SPE units are noted.</p> <p>Assessment requirements allows for customisation to focus on species relevant to workplace.</p> <p>SMEWG supports the merging of the two units.</p> <p>The Performance Evidence provides options to allow individuals to select the invertebrate relevant to their context</p>
<b>ACMSPE310 Provide basic care of mammals</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	General recommendations for ACMSPE units provided	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>Element 1 – clarify term <i>profile</i> – changed to habitat, activity cycle and general features PC1.3 Classify (species) according to taxonomy</li> <li>Element 3 – PC3.3 and 3.4 merged</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><b>Exhibited exotic mammals</b> (suggested name change to enhance emphasis of exhibiting zoo exotic mammals including hoof/large ungulates, zebra, rhino, elephants, primates, exotic cats large and small, bears, red pandas, meerkats, capybaras and others.</p>	<p>Thank you for the recommendation. The SMEWG supported recommendation to provide greater definition to species groups in the unit. This has been addressed in the Assessment requirements. Note the unit is not only applicable to exhibited/captive animals so title has not been changed.</p> <p><b>Performance Evidence</b></p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> <li>identified the specific characteristics and needs of different placental mammals selected from three of the following groups: <ul style="list-style-type: none"> <li>carnivores</li> <li>ungulates</li> <li>primates</li> <li>marine mammals</li> <li>common, small exotic mammals in exhibited populations</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Suggest change from “Basic care of Mammals” to “Basic care of (x)” where x = areas that a zoo would typically be divided up into:</p> <ul style="list-style-type: none"> <li>Carnivores</li> <li>Ungulates</li> <li>Primates</li> <li>Marine mammals</li> <li>Common exotic mammals in exhibited populations (all others not already with their own unit)</li> </ul>	<p>Thank you for the recommendation.</p> <p>The SMEWG supported providing greater definition to species groups in the unit. This has been addressed in the Assessment requirements – see comment above.</p>
<b>ACMSPE311 Provide basic care of non-venomous reptiles</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>General recommendations for ACMSPE units provided</p>	<p>General recommendations for ACMSPE units adopted in this unit re:</p> <ul style="list-style-type: none"> <li>Element 1 – clarify term <i>profile</i> – changed to habitat, activity cycle and general features</li> <li>Element 3 – PC3.4 and 3.4 merged</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Like leaving this as non-venomous reptiles but understand the need for a venomous snake handling course as a separate standalone course or add on elective delivered by the right people.</p>	<p>Thank you for feedback.</p> <p>The SMEWG noted feedback but did not support the suggestions to develop a new unit on venomous reptiles due to safety concerns in delivery and concerns about industry acceptance.</p>
<ul style="list-style-type: none"> <li>Industry, QLD</li> </ul>	<p>I run non RTO training courses for wildlife handling and venomous snake training.</p> <p>My query is within the skill sets I saw a comment regarding venomous snakes but the draft does not contain it.</p> <p>Is there going to be a venomous snake skill set included ?</p> <p>Considering the 100's of people trained per year outside of the RTO system in venomous snake handling I feel it is very important to include it.</p> <p>My aim is to bring my training into the RTO fold but am</p>	<p>Thank you for the recommendation.</p> <p>The SMEWG discussed and considered the feedback and did not support the suggestions to develop a new unit on venomous reptiles due to safety concerns in delivery and concerns about industry acceptance.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	presently excluded due to costs of applying to be a RTO.	
<ul style="list-style-type: none"> <li>RTOs - consultation workshop Adelaide</li> </ul>	Refer to general comment <ul style="list-style-type: none"> <li>Take goannas out of non-venomous unit.</li> </ul>	Thank you for feedback – the SMEWG considered the recommendation and additional industry advice to retain goannas in the unit. Although, <i>goannas and monitors</i> are considered mildly venomous (i.e. release venom when they bite/chew on prey), the SMEs feel they should be included in the unit.
<b>ACMSPE312 Provide basic care of rodents and/or rabbits</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	General recommendations for ACMSPE units provided	General recommendations for ACMSPE units adopted in this unit re: <ul style="list-style-type: none"> <li>Element 1 – clarify term <i>profile</i> – changed to habitat, activity cycle and general features</li> <li>Element 3 – PC3.3 and 3.4 merged</li> <li>Element 4 – PC4.4 relating to health enrichment - deleted</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Would consider removing this from the electives see my comments on ACMSPE303	Thanks for recommendation.  SMEWG supports removing this unit from the certificate III in captive/exhibited animals. The unit has cross-sector application e.g. companion animals and animal technology.

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

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>General comments re ACMCAN units</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Some PC ask for performance of a task, but that is not reflected in the PE. Examples include: <ul style="list-style-type: none"> <li>ACMCAN311 PC 2.1 Monitor water quality, heating and lighting and make adjustments to maintain the environment appropriate for the species being housed, as directed by supervisor</li> <li>ACMCAN310 PC 2.5 Implement behavioural enrichment activities for specific species</li> <li>ACMCAN302 PC 1.3 Trial the presentation with other staff to ensure its objectives and learning outcomes are clear</li> <li>ACMCAN301 2.3 Demonstrate safe work procedures</li> </ul>	All units have the following statement in the performance evidence: <i>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</i>  The PE takes a holistic approach to describing the type of evidence required, so as to not repeat every PC. It is the RTOs responsibility to fully develop the assessment requirements.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	used to enter and leave animal enclosures according to the standards principles of animal welfare and ethics • ACMCAN301 PC 2.4 Demonstrate escaped animal procedures	
• RTO, NSW	Suggest numbering the PE and the KE in the UOC (as is done in mapping documents to assist with mapping) Suggest that all performance tasks are specified in the PE To reduce impact on animals, could all handling components could be done as a separate unit and as a one off?	Numbering of PE and KE is not supported in the current template.  The PE takes a holistic approach to describing the type of evidence required so as to not repeat every PC.  It is the RTOs responsibility to fully develop the assessment requirements.  RTOs can combine handling requirements by clustering units for delivery where appropriate. Units reflect work tasks and some aspects are repeated as they are part of each work activity.
• Industry, VIC	General comment for all units. Can we avoid saying hold and use words such as house animals or care for animals. Similarly, rather than manage, use care.	Recommendation adopted - wording changed in units and skill sets where relevant.
<b>ACMCAN301 Work within a zoological facility (revised title)</b>		
• RTO, NSW	Re title: I like replacing just captive to exhibited animals Cert III captive animals is essentially about exhibiting animal to the public and complying with licencing and regulation around that. Even with some facilities that are essential working with rewilding or rehabilitation of wildlife for release those facilities generally also house captive unreleasable animals to become the flag ship animals used for display for the public to evoke a personal attachment to the species for use with public relations. For example, devil ark or ozzie ark, port Macquarie Koala hospital. Suggests: Captive Non-domestic animals for presentation to the public Re Element 4 wording: I feel that this whole issue regarding sustainability could be better addressed in making the cert II animal studies a prerequisite before doing the cert III in captive animals. At the RTO I work with we do this anyway requesting on enrolments that our students have a cert II first. We find that this ensures students have a	Thank you for your feedback. The SMEWG supports: <ul style="list-style-type: none"> <li>• revised title – Work within a zoological facility</li> <li>• retaining a sustainability unit within the core (ACMSUS401 Implement and monitor environmentally sustainable work practices)</li> <li>• no national entry requirement – noting that RTOs can implement own requirements</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>general grounding in animal care and have that general overall knowledge needed this also means that our students then receive a credit for the sustainability unit so to us having as a core we think is essential but usually already have it from the cert II but if was removed from core and had the cert II as a prerequisite rules out the need allowing room for other possible units to become core.</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p>Element 1 Work...a captive/exhibited animal facility: agree with 761  captive and exhibited narrows application many other job outcomes/roles.  Performance Criteria 3.3 re '...animal welfare standards and guidelines.' COPs can be enacted or voluntary so covers both.  Element 4: agree with 761.</p>	<p>Thank you for your feedback. The SMEWG supports:</p> <ul style="list-style-type: none"> <li>revised title – Work within a zoological facility</li> <li>retaining a sustainability unit within the core (ACMSUS401 Implement and monitor environmentally sustainable work practices)</li> </ul>
<ul style="list-style-type: none"> <li>Industry, NSW</li> </ul>	<p>Title:  Agree to change name. Captive has a negative connotation. could change to "work with wild animals in human care" or something else that doesn't talk about captivity.  PC2.3 "Respond to a negative animal interaction... This wording is not clear in its meaning? Does negative animal interaction indicate that something bad has happened to the keeper or the animal or both? Needs to be clear on what this outcome is talking about.  Knowledge Evidence: 'Conservation Breeding Specialist Group'  I think name has changed to Conservation Planning Specialist Group  <a href="https://www.cpsg.org/">https://www.cpsg.org/</a>  Knowledge Evidence: Australasian Regional...Aquaria Changed to Zoo and Aquarium Association ZAA  <a href="https://www.zooaquarium.org.au">https://www.zooaquarium.org.au</a>  Knowledge Evidence: 'basic animal behaviour...effects of captivity'  effects of Captive care rather than captivity.</p>	<p>Thank you for your feedback. The SMEWG supports:</p> <ul style="list-style-type: none"> <li>Revised title – Work within a zoological facility</li> </ul> <p>Recommendations adopted</p> <ul style="list-style-type: none"> <li>Reworded PC2.3 Respond to incidents involving animals and/or people promptly according to facility procedures</li> <li>Knowledge Evidence points updated <ul style="list-style-type: none"> <li>Conservation Planning Specialist Group</li> <li>Zoo and Aquarium Association (ZAA)</li> <li>basic animal behaviour and the potential effects of captive care</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p><i>Title:</i> agree with exhibited wording throughout unit (and course) instead of Captive.  <i>General comment:</i> Unit remain as a core  <i>Element 4 wording change:</i> Agree with wording. easier</p>	<p>Thank you for your feedback. The SMEWG supports:</p> <ul style="list-style-type: none"> <li>Revised title – Work within a zoological facility</li> </ul> <p>Recommendations adopted</p>



Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>to understand. Makes more sense to topic.  <i>Performance Evidence</i> 'participated in one...or emergency' - Not sure how this is to be demonstrated as you would hope this would never happen. Can this be reworded as practice/simulated/drill - something like that? Or maybe 'identify the escape policies and procedures for species within exhibited animals facility'?</p> <p><i>Knowledge Evidence</i>: 'characteristics of captive...'  Add 'other markings, such as toe nail colour'? Not all zoos use this. We rarely do and not something to be so specific about.  Add 'which could include'? when we say 'including' only, we have to include all and some zoos do not include all and hard to assess when they don't.  <i>Throughout unit</i> - change to exhibited not captive  <i>Knowledge Evidence</i>: 'communication procedures and systems...'  Change to simpler wording? Maybe 'record keeping systems'?</p>	<ul style="list-style-type: none"> <li>• <b>Performance Evidence</b> - allows for simulations - however, reworded PE point to clarify – <ul style="list-style-type: none"> <li>○ participated in one response activity drill or simulation for escaped animal incident or emergency</li> </ul> </li> <li>• <b>Knowledge Evidence</b> <ul style="list-style-type: none"> <li>○ deleted toenail colour - too specific</li> <li>○ add 'which could include' - all points in KE must be assessed - we can't use <i>may</i> or <i>could</i> include</li> <li>○ simplified wording - • communication procedures and record keeping systems, relevant to the facility and the individual's work responsibilities.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul> <p><i>General comment</i>:  this unit already has a large number of assessments required to cover the performance criteria. adding sustainability to it is not helpful, especially when it is taught as one of the first units. in addition, in the current climate emergency, sustainability would be better to be offered as a level 4 unit. most students coming into the cert III course, have completed sustainability in the cert II course. having students ready to gain level four skills acmsus401 would be very valuable to institutions tackling escalating environmental problems.</p> <p><i>General comment</i>:  'exhibited" still falls short of expressing the role of many workers in organizations involved with ex situ (away from natural habitats) rehabilitation and conservation. we are working to help species threatened in the wild by either rehabilitating individuals or maintaining populations removed from the wild. the word 'exhibited" does not encompass those roles. Possibly "work within</p>	<p>Thank you for your feedback. The SMEWG supports:</p> <ul style="list-style-type: none"> <li>• Revised title – Work within a zoological facility</li> <li>• Retaining a sustainability unit within the core (ACMSUS401 Implement and monitor environmentally sustainable work practices)</li> </ul>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>a rehabilitation, ex situ conservation or exhibited animal facility"</p> <p><i>Performance criteria</i>  PC 1.1 Determine the facilities function and structure and identify the role  Triple barrelled. Suggest amend / remove working around "identify the role".  PC 2.3 Demonstrate safe work procedures used to enter and leave animal enclosures according to the standards principles of animal welfare and ethics</p> <p>PC 2.4 Demonstrate escaped animal procedures  How is this PC anticipated to be addressed in an assessment?  These are both 'active' PCs and not specifically stated in the PE  PC 3.3 Handle animals humanely according to animal welfare considerations and relevant codes of practice  In captive animals it is less about COPs and more about the Prescribed Standards or Husbandry manuals</p> <p><i>Knowledge evidence:</i>KE2 functions of captive animal facilities (conservation, education, recreation, research) in the context of:</p> <ul style="list-style-type: none"> <li>• the World Zoo Conservation Strategy (Suggest amending to WAZA and the WZCS)</li> <li>• the role of the International Union for Conservation of Nature and Natural Resources</li> <li>• the Conservation Breeding Specialist Group (name change to Conservation Planning Specialist group)</li> <li>• the Australasian Regional Association of Zoological Parks and Aquaria (Doesn't exist – now ZAA)</li> </ul> <p>KE animal taxonomy to family level  Suggest amending to "animal taxonomy from species to family level"  KE characteristics of captive animals that distinguish them, including:</p> <ul style="list-style-type: none"> <li>• toe nail colour</li> </ul> <p>This trait is only and rarely relevant to ungulates.  Suggest removing as it could conceivably be covered under "markings, patterns and permanent scars"?</p>	<p>Recommendations adopted</p> <p><b>Performance Criteria</b></p> <ul style="list-style-type: none"> <li>• PC1.1 reworded to Identify the facility's key functions</li> <li>• PC2.3 reworded to: Respond to incidents involving animals and/or people promptly according to facility procedures</li> <li>• PC2.4 reworded to Follow facility security procedures for entering and leaving animal enclosures</li> <li>• PC3.3 reworded - codes of practice replaced with facility procedures and animal welfare <i>standards and guidelines</i></li> </ul> <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>• List of key organisations updated including- World Association of Zoos and Aquariums (WAZA) and World Zoo Conservation Strategy (WZCS); and Conservation Planning Specialist Group</li> <li>• Reworded - animal taxonomy <i>from species</i> to family level</li> <li>• Deleted - toe nail colour</li> <li>• Deleted volunteers</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>KE bodies and agencies that contribute to captive animal care, including:</p> <ul style="list-style-type: none"> <li>• animal welfare and rescue groups</li> <li>• government departments and statutory bodies</li> <li>• industry associations</li> <li>• other captive animal institutions/facilities</li> <li>• research organisations</li> <li>• volunteer groups</li> </ul> <p>Suggest that 'volunteer groups' are covered by the first point</p>	
<b>ACMCAN302 Prepare and present information to the public</b>		
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	I like this unit how it is	Thank you for feedback – support for unit is noted
<ul style="list-style-type: none"> <li>• Industry, NSW</li> </ul>	<p><i>Performance Criteria 4.3 'Contribute...media releases...interviews'</i></p> <p>Disagree with 846- 4. is an important part of a zookeepers role. Especially with social media and with zoos often in the public eye a zookeeper no matter experience is a representative of animals and. conservations. Media presentations should be seen as an opportunity for education and conservation. Could potentially add how personal use of social media also effects their role.</p> <p><i>Knowledge Evidence: 'types of media'</i></p> <p>Clarify what is meant by this statement and/or reword. How different presentations may be used across different media???</p> <p><i>Performance Evidence 'assisted in the preparation of one media presentation'</i></p> <p>Very relevant and important. Even a simple filming of a keeper talk or answering a question from the public can be turned into a "media" presentation due to social media. keepers need an understanding of what to say and what not to say in this area</p>	<p>Recommendation adopted</p> <ul style="list-style-type: none"> <li>• Revised wording of Element 4 (PCs 4.1&amp;4.2) to accommodate feedback</li> <li>• 4.1 Clarify facility policies on staff interaction with the media and use of social media</li> <li>• 4.2 Respond professionally to questions from public or media</li> </ul> <p><b>Knowledge Evidence</b> – added the following:</p> <ul style="list-style-type: none"> <li>• <i>..or resources</i> to media to clarify</li> <li>• social media</li> </ul> <p><b>Performance Evidence</b></p> <ul style="list-style-type: none"> <li>• Revised wording of PE point to accommodate feedback</li> <li>• assisted in the preparation of one media release or presentation.</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p><i>General comment:</i> As all zoos do presentations I believe this should be a core but I can see why this could be an elective therefore support either way.</p> <p><i>Performance Criteria 4.3 'Contribute..media releases...interviews'</i></p> <p>Delete entire criteria. Have never understood why it is there. Zoos will pick the best person from their staff to do this who will generally be a staff member who has been there for a while or management, not a requirement for a presentation unit?</p> <p><i>Performance Evidence 'assisted in the preparation of one media presentation'</i></p> <p>Delete - is this relevant? especially if delete criteria 4 above.</p> <p><i>Knowledge Evidence: 'types of programs...'</i> add 'which may include'? as some places do not do all these programs.</p> <p><i>Knowledge Evidence: 'media policy'</i> Delete if deleting criteria 4.</p> <p><i>Knowledge Evidence: 'questioning techniques...'</i> Delete if deleting criteria 4.</p>	<p>Thank you for feedback. The SMEWG supports this unit as a core.</p> <p><b>Element 4</b></p> <p>Revised wording of element 4 (PCs 4.1&amp;4.2) to accommodate feedback:</p> <ul style="list-style-type: none"> <li>4.1 Clarify facility policies on staff interaction with the media and use of social media</li> <li>4.2 Respond professionally to questions from public or media</li> </ul> <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>All points in KE must be assessed - we can't use <i>may</i> or <i>could</i> include</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>4.2 Identify interview techniques and media presentation protocols according to workplace policies Double barrelled PC which makes it difficult to define in an assessment task. Are these two different things, or the same i.e. are interview techniques a sub-set of media presentation protocols?</p> <p>PC 3.3 Prepare information for exhibit signage and other resources This is under Element 3 Participate in other interpretive and learning activities Suggest changing to "Prepare an exhibit sign or other information resource"</p> <p>PE2 used a range of equipment and materials within the presentations, including interpretive learning activities on at least one occasion The focus on interpretive learning seems excessive. Its</p>	<p>Recommendations adopted</p> <p><b>Performance Criteria</b></p> <ul style="list-style-type: none"> <li>Revised wording of element 4 (PCs 4.1&amp;4.2) to accommodate feedback</li> <li>4.1 Clarify facility policies on staff interaction with the media and use of social media</li> <li>4.2 Respond professionally to questions from public or media</li> <li>Revised wording of PC3.3 3.3 Prepare information for an exhibit sign and/or other resource</li> <li></li> </ul> <p><b>Performance Evidence</b></p> <ul style="list-style-type: none"> <li>Revised wording - used presentation equipment, visual aids or interpretive learning activities on at least one occasion</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	role in entry level keeper talks could be examined with industry experts in next meeting?	
<b>ACMCAN303 Support species population planning and management (revised title)</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Re title: Yes, agree to changing to Population management</p> <p>Agrees with Reordered element - moved element 3 to Element 1 and included some PCs from Element 2 into Element 1 (3)</p> <p>Comment on wording for:</p> <p>PC3.1 "Support.....round or section" - Not sure about round of section maybe within keeper duties?</p> <p>PC3.3 "Record data...systems and software" - Trainees or some of the smaller zoos and parks don't have access to software so may need to simulate/ see the software via the RTO and simulate the data input- even the larger zoos may have a dedicated transaction officer that does the data entry not keepers but keepers still need to know what data goes into soft wear programs for population management.</p> <p>Knowledge evidence: "principles and practices for supporting..." - Add in Small population management, Species recovery programs, Regional monitoring.</p> <p>Assessment Conditions: "animal keeping information management systems" Comment is: Software to use as simulated environment eg. SIMS regional censor plans and ASMPs.</p>	<p>Thank you for feedback - agreement with revised terminology and reordering of PCs and additional KE points noted.</p> <p>Recommendation adopted - wording changes to Performance Criteria</p> <ul style="list-style-type: none"> <li>PC3.1 Support population management planning activities within keeper section and duties</li> <li>PC3.3 Record data using facility animal keeping information systems and software applicable to role</li> </ul> <p>Assessment Conditions allow for simulations i.e. of software system</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p><i>Title:</i></p> <p>The unit covers species management, species planning and some animal records, finding a succinct title is challenging. Could be Species management and data? Species planning and information? Using animal data? Having read the content and thought further, I think Population Planning is the appropriate title.</p> <p><i>Application - first sentence 'This unit...for captive animals'</i></p> <p>delete 'for captive animals'. It's not necessary. Also, some species management programs, e.g. Tasmanian</p>	<p>Thank you for taking the time to provide detailed feedback.</p> <p>Recommendations adopted.</p> <ul style="list-style-type: none"> <li><b>Title</b> - added planning to title of unit</li> <li><b>Application section</b> - deleted reference to captive animals</li> <li><b>Performance Criteria</b> – reworded <ul style="list-style-type: none"> <li>1.2 Identify types of species management programs</li> <li>1.3 Access and interpret connections between facility and regional population species plans</li> <li>1.5 Interpret key requirements of legislation relevant to animal</li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Devil, Eastern Barred Bandicoot, Helmeted Honeyeater - include wild populations.            And we should also consider the impacts of animal provenance on wild populations, e.g. if a species is sustained through ongoing/regular collection/harvest of wild populations.  <i>Application: 'All work must...workplace procedures according to state/territory health and safety and animal welfare regulations, ...'</i>            If this unit is about species management it may be appropriate to mention the need for compliance with regulation/legislation beyond animal welfare, e.g. wildlife trade, biodiversity conservation. At national level, key acts relating to decision-making for species planning are Biosecurity Act and EPBC Act.            For this overview, might refer to regulations, legislation and standards that relevant to species selection.  <i>Performance criteria 1.2 'Identify categories...'</i>            Rather than categories, might be better to identify types of species management programs. There are many Recovery Programs that are not ASMP Programs. Members of ZAA may participate in ASMPs, EEPs, GSMPs, Recovery Programs and organisation management programs.  <i>Performance criteria 1.3 'Access...facility and regional population plans'</i>            Rather than facility and regional population plans, say facility (or organisation) and regional species plan.</p>	<p>population planning            1.6 Identify the factors that influence species selection within the facility and types of actions needed to achieve planned population numbers</p> <ul style="list-style-type: none"> <li>• <b>Knowledge Evidence</b> - added references to legislation:               <ul style="list-style-type: none"> <li>• overview of compliance requirements relating to relevant state/territory legislation to, including:                   <ul style="list-style-type: none"> <li>○ environment protection and biodiversity</li> <li>○ wildlife trade</li> <li>○ biosecurity.</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Industry, VIC</li> </ul> <p><i>Application 'This unit...for captive animals:</i>            As it stands this unit includes aspects of animal records, species planning and species management. It could be strengthened and have more value if the focus is pure on species planning. There may be a separate optional module to capture species management. The benefit of focus on species planning is for the student to understand factors that influence species choice at their organisation, and species populations. So this could refer to zoo licence, species permitted, whether breeding or non-breeding etc, and potential to acquire new species. The unit can include high level conservation considerations...e.g. due you need to</p>	<p>Recommendations adopted - revised focus of unit to reflect feedback.</p> <p>Wording in PCs reviewed, additional KE and changed PE – refer to changes in comments above and below</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>collect/harvest from wild and impact on wild populations, is the species endangered, etc. Depending on organisation, content can be broad or narrow, e.g. options to acquire new species from overseas, or to obtain animals more locally. There should be strong focus on population numbers, and animal inventories. Some zoos publish animal inventories - so all students should be able to access one. Alternatively, ZIMS, CPOS can be used. Students may be required to interpret global, regional population sizes. They may be asked to look at current and planned numbers and determine actions. For zoos that do not have access to ZAA and CPOS, create a template for students to enter current and planned numbers for key species, and actions. Using CPOS, etc, they may determine options as from where they might obtain animals, or to where they might send animals. Depending on organisation, other data-bases/information could be used. Students might also assess if current number of animals at their organisation are as per permits/licence, and if any concerns (for a selected number of species). After completing the unit, students would have an understanding of factors that influence species selection (legislation, regulation, population size, availability), the value of current and planned numbers, and actions that can be taken to achieved planned numbers.</p>	
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul> <p><i>Performance criteria 1.1 Identify the purpose...</i> rather than population management, have species plan.  <i>Performance criteria 2.1 Identify the purpose...software</i>  If focus is on population planning, rather than animal keeping data, focus on where to find information about species populations (ZIMS, CPOS, etc).  And interpretation of animal inventory reports - e.g. have more animals been born than died, have species been lost, are there new species. If only males, what does this mean for breeding, etc.  <i>Performance criteria 3.3 Record data...</i>  If focus is on species planning, change emphasis. Talk about plans for populations, do we need to increase</p>	<p>Recommendations adopted</p> <p>Performance Criteria reworded</p> <ul style="list-style-type: none"> <li>PC3.2 Identify and collect data and information for species plans</li> <li>PC3.3 Record data for species planning processes applicable to role</li> </ul> <p>Adopted suggested changes to FS reflecting revised focus of unit.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>numbers, decrease. Are there species for phase-out acquisitions.3.1 stands. 3.2 - this could be information for species plans, or to identify actions to shift from current to planned numbers.</p> <p>3.3. Rather than animal keeping information, have species planning processes.</p> <p><i>Foundation Skills -</i>  <i>Reading - 'Review information...management systems'</i>            If focus is on species planning than this should refer to species plans, and information about species populations.  <i>Numeracy -</i> If focus is on species planning, rather than animal keeping, talk about species planning or species information.  <i>Writing - 'Accurately...population plans'</i>            Rather than records, say information for facility and regional species plans.</p>	
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul> <p><i>General comments:</i>            IDEA - I noticed that some of this criteria repeats in the newly proposed ACMCAN306 Maintain animal reproduction. Why not blend these 2 units together and create a new unit on record keeping?            Record keeping is one of the most important functions of a zoo and therefore I believe this should be a core unit            Or new title 'Maintain exhibited animal records'? This unit is generally all about record keeping and the importance of it so makes sense to have it in the title. More direct and easier to understand what the topic is about.  <i>Performance criteria 3.1</i> Sorry but I don't know what this means?  <i>Throughout document - change wording to exhibited not captive</i>  <i>Knowledge Evidence: 'purpose and application of an animal...and software'</i>            ?? not 'an' but 'facility's'</p>	<p>Thank you for feedback. Recommendations adopted</p> <ul style="list-style-type: none"> <li>Knowledge Evidence – minor edits and removal of term captive (animal)</li> <li>Noted - suggestion for a unit on record keeping – as record keeping is critical in all aspects of the work it is covered as required in the units – as the units reflect job functions and should be standalone. Also, record keeping is included in ACMGAS308 Communicate effectively with clients and others (element 4) which is a core unit.</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul> <p><i>General comment:</i>            this should be a core unit.            the title of "collection" is outdated but the term "exhibited" also falls short of the current scope of</p>	<p>Thank you for feedback.</p> <p>Recommendations adopted re - outdated terminology (collection and captive). The unit has been re titled.</p>



Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>industry which is now focused on rehabilitation and ex situ conservation. Possibly 'animal information data base recording and management"</p>	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul> <p>This is an intensive subject that requires a depth of understanding not relevant to an entry level zookeeper qualification. Suggest move to C4 qualification</p> <p>PC 2.4 Follow collection management plans PE3 followed at least one collection management plan. A CMP could be an ARR, ICP, RCP, RC&amp;P or CMP None of these will realistically be able to be actually "followed" (this suggests "implemented") by an entry level keeper. Suggest clarification on expectations for this PC/PE to reflect entry level zookeeper. Suggest moving this unit to the C4 Captive qualification. KE ASMP guidelines and criteria for studbook keeping These don't currently exist specifically for studbook keeping in Australasia.</p> <ul style="list-style-type: none"> <li>ZAA have a general policy on record keeping: <a href="https://www.zooaquarium.org.au/common/Uploaded%20files/Portal/Policies/4_6_G_Animal_Records_Keeping.pdf">https://www.zooaquarium.org.au/common/Uploaded%20files/Portal/Policies/4_6_G_Animal_Records_Keeping.pdf</a></li> <li>AZA (America) have one: <a href="https://assets.speakcdn.com/assets/2332/aza_regional-studbook-keeper-handbook.pdf">https://assets.speakcdn.com/assets/2332/aza_regional-studbook-keeper-handbook.pdf</a></li> <li>And there are guidelines for keeping international studbooks: <a href="https://www.waza.org/wp-content/uploads/2019/03/ISB-Resource-Manual-Sept-26-2018-Version.pdf">https://www.waza.org/wp-content/uploads/2019/03/ISB-Resource-Manual-Sept-26-2018-Version.pdf</a></li> </ul> <p>KE Collection planning requirements Suggest something less broad, provide more definition / bullet points about what is expected for this KE</p> <p>KE report formats for captive animal management plans Suggest further definition / expectations for this KE</p>	<p>Thank you for the feedback.</p> <p>The Performance Criteria and Assessment Requirements have been reworked.</p> <p>Suggested resources and links will be added to the Companion Volume Implementation Guide.</p> <p>Additional feedback will be sought about the indicative AQF level of the unit.</p> <p>Note there is also a level 4 unit <i>ACMCAN4X7 Implement species population planning and management</i></p>
<p><b>ACMCAN304 Prepare and maintain animal habitat (revised title)</b></p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	ACMCAN304 suggest changing name to Prepare and maintain animal habitats?	<p>Recommendation adopted.</p> <p>The SMEWG support replacing enclosures/exhibits with habitats where appropriate</p>
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>Performance criteria 1.4</i> is repeat of element?? Element could be prepare animal housing.</p> <p><i>Performance evidence 'recorded or reported...maintenance activity'</i></p> <p>Maintenance can include cleaning etc but best to use language relevant to those performing the tasks.</p> <p><i>Knowledge evidence 'safe work practices, including...animal handling techniques'</i></p> <p>As per 846 need to consider not just WHS for humans but animal stressors when being moved could be separate KE.</p>	<p>Recommendation adopted.</p> <p><b>Element 1</b> reworded to <i>Prepare species-specific housing or habitats</i></p> <p><b>Performance Evidence</b> changed to</p> <ul style="list-style-type: none"> <li>carried out routine cleaning and/or maintenance activities with minimal disturbance to animal on a minimum of three occasions</li> </ul> <p><b>Knowledge Evidence</b> - added point on animal welfare</p> <ul style="list-style-type: none"> <li>animal welfare and handling techniques and procedures for moving animals for enclosure maintenance</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Element 4</i></p> <p>I think the idea of combining aspects from 310 and 304 is good - otherwise there is so much duplication and repetition.</p> <p><i>Performance evidence section - unspecified</i> could this be expanded to '...routine cleaning or maintenance tasks ..'? Previously the unit has said prepare, clean and routine tasks - now it says maintenance tasks - keeping the language the same.</p>	<p>Thank you for feedback - your agreement with deleting ACMCAN310 and adding new Element 4 to this unit was noted.</p> <p>The SMEWG supports maintaining the current ACMCAN310 so element 4 will be removed from the unit.</p> <p>Recommendation adopted.</p> <p><b>Performance Evidence</b> changed to:</p> <ul style="list-style-type: none"> <li>carried out routine <i>cleaning and/or</i> maintenance activities with minimal disturbance to animal on a minimum of three occasions</li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p><i>Knowledge evidence 'safe work practices, including...'</i> add in 'animal welfare'?</p>	<p>Recommendation adopted.</p> <p><b>Knowledge Evidence</b> - added point on animal welfare</p> <ul style="list-style-type: none"> <li>animal welfare and handling techniques and procedures for moving animals for enclosure maintenance</li> </ul>
<b>ACMCAN305 Assist with capturing, restraining and moving animals</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Regarding PC2.2 "Provide assistance to ....where required". Comment is: Was going to bring up assisting vets for administering chemical restraint not all keepers get chance to be involved in this especially at trainee level and in the parks and zoos that do not have a vet centre on site</p> <p>Regarding PC4.1 "Follow....deceased animals respectfully" Comment is: Not sure about relevance of</p>	<p>Comments and suggestions adopted.</p> <p><b>Performance Criteria</b> -wording changes to:</p> <ul style="list-style-type: none"> <li>PC2.2 changed to add a caveat 2.2 Provide assistance to veterinarian or authorised personnel to administer chemical restraints (sedation / anaesthesia) according to job role requirements</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>deceased animal for capture and restraint I think hard to have in performance criteria as one would hope that animals don't die during capture and transport.</p> <p>Knowledge Evidence: "key requirements of state/territory legislation...live animals, including:". Comment is: Include other international, state and territory licencing and permits for moving animals. AQIS, VIP, NPWS import and export, DEH, ASMP, EAPA</p>	<ul style="list-style-type: none"> <li>PC4.1 deceased animal deleted.</li> <li>Added to KE point <ul style="list-style-type: none"> <li>handling of chemicals and biological waste, including disposal of deceased animals</li> </ul> </li> </ul> <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>Added suggested acronyms that were identifiable via internet search</li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p><i>Knowledge evidence: key requirements of facility add 'animal welfare'?</i></p>	<p>Recommendation adopted - added to KE</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Assessment conditions:</i> on live or simulated animals (most zoo's will not let students capture and restrain live animals, due to welfare)</p>	<p>Recommendation adopted.</p> <p><b>Assessment Conditions</b> - revised wording to include:</p> <ul style="list-style-type: none"> <li>a captive/exhibited animal workplace or an environment that accurately reflects a real workplace setting - this includes the use of simulations and scenarios where assessment would be unsafe, impractical or unethical</li> <li>resources, equipment and materials: <ul style="list-style-type: none"> <li>a range of animal mannequins</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Re Title:</i> Would keep title as assist, as a cert III student, unless in paid employment, would be unlikely to be completing animal catch ups, but may assist a keeper doing it.</p> <p><i>General comment:</i> In response to 761 comment above regarding 'capture and restraint' - i see your point regarding conditioned animals, but as we use the term conditioned restraint, so restraint in the title would refer to; physical, conditioned or chemical restraint.</p> <p><i>Assessment conditions-</i> agree it should be simulated animal or live as against policy (handling and welfare policies) for non-employee to handle animals for capture in many zoos. Or change to assist in- to negate the need to actually handle, so it becomes show an understanding of technique used instead.</p>	<p>Recommendations adopted.</p> <ul style="list-style-type: none"> <li>Title - retained 'assist' in title</li> </ul> <p><b>Knowledge Evidence</b> - added</p> <ul style="list-style-type: none"> <li>restraint techniques - conditioned behaviour, physical and/or chemical</li> </ul> <p><b>Assessment Conditions</b> - revised wording to include:</p> <ul style="list-style-type: none"> <li>a captive/exhibited animal workplace or an environment that accurately reflects a real workplace setting - this includes the use of simulations and scenarios where assessment would be unsafe, impractical or unethical</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Application:</i> "capture and restraint" are relevant to some small animals but are no longer appropriate for animals which are now trained and conditioned to accept medical treatments or be examined using training cues. animals trained include birds, otters, large mammals including primates, giraffe, big cats, seals, kangaroos, tree kangaroos. it may be better worded as "secure and handle" rather than "capture and restrain"</p> <p>PC 1.2 "cooperate with animal using training/conditioned behaviours or use species appropriate capture and restraint methods"</p>	<p>Recommendations adopted.</p> <p><b>Application</b> - wording changed to:</p> <ul style="list-style-type: none"> <li>This unit of competency describes the skills and knowledge required to secure and handle animals, including assisting with the capture, restraint and herding or moving of animals in a manner that ensures human and animal safety and minimises negative impacts on animal/s.</li> </ul> <p><b>Performance Criteria</b> - wording changes to:</p> <ul style="list-style-type: none"> <li>1.2 Apply animal training and conditioned behaviours or plan species-appropriate capture and restraint methods according to facility procedures.</li> </ul>
<b>ACMCAN306 Monitor animal reproduction</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Regarding suggestion to add two new Elements, E1 and E2. Comment is: Looks good to include these reworded this way.</p> <p>Regarding proposed changes to wording of PC4.3. Comment is: Agree.</p> <p>Regarding Knowledge Evidence: last dot point "data collection and record keeping requirements" Comment is: all of the above new wording agree makes better sense when reading.</p>	<p>Thank you for feedback – your agreement to the changes has been noted.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I agree with the comments addressed in the online forum regarding removal of this unit from core to elective as some facilities do not breed a lot of animals but may rely on the provision of animals from other facilities. I think that the understanding of population management is delivered in the collection planning unit and therefore won't be lost however to monitor animals and be involved with the entire breeding process can be very difficult for all students to actually do as a skill. They can research and understand what may be needed but to actually participate and do the skills has obvious time restraints.</p>	<p>Thank you for feedback – the SMEWG supports this unit being an elective</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTOs, SA (Adelaide public consultation workshop)</li> </ul>	<p>Monitor reproduction unit &amp; Nutritional planning  PROVIDE unit – take out of Core  Change Monitoring animal reproduction to Assist with animal reproduction. Move to Electives.</p>	<p>Thank you for contributing to the workshop – the SMEWG supports this unit being an elective.</p>
<ul style="list-style-type: none"> <li>Industry, VIC</li> </ul>	<p>Breeding and reproduction. As important as being able to successfully introduce animals to one another, breed animals and rear offspring, it's also vital that keepers understand options to maintain non-breeding groups and impact of maintaining non-breeding groups, e.g. reproductive pathologies, aggression within bachelor groups. Effectively the outcome of this should be reproductive management of species in care rather than just breeding.</p>	<p>Thank you for your comment – minor edits made to the Application statement to convey intent.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Application:</i> Application is confusing. 'Animals in the reproduction program may be either naturally or artificially reared.' i think it makes more sense to say 'The breeding plan may be for natural or artificially assisted reproduction' otherwise that statement is confusing as we are not rearing just monitoring reproduction.  <i>General comment:</i> This unit should definitely NOT be a core.</p>	<p>Recommendation adopted.</p> <ul style="list-style-type: none"> <li>Application wording changed to: The breeding program may be for natural or artificially assisted reproduction</li> <li>Noted - support to include unit as an elective - the SMEWG supports this unit being an elective</li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>PC3.2 Not institution's but change wording to facility's?  <i>Performance evidence re 'There must be...for two different animals'</i>  delete? do we need a minimum?  <i>Knowledge Evidence:</i>  Add:? <i>the following:</i>  WHS - bites, kicks, scratches envenomation, zoonosis etc  Animal welfare  <i>General comment:</i> Have as an elective</p>	<p>Recommendation adopted to the minor changes to wording suggested.</p> <p>Noted - support to include unit as an elective - the SMEWG supports this unit being an elective.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Performance evidence re 'There must be...for two different animals'</i>  Agree with 846- one species is enough as constrained by time of year, section student is on etc so may not get to be involved/observe more than one breeding event.  <i>Assessment conditions-</i> knowledge of breeding requirements ie devise a birth plan- unlikely that a non-employed student would actually conduct introductions, breeding set ups, monitoring young etc. Needs to be</p>	<p>Noted - agreement on changed Performance Evidence.</p> <p>Recommendation adopted - added to Knowledge Evidence facility procedures - • animal introduction procedures and planning.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>realistic for the level.  <i>Knowledge evidence under facility procedures:</i>  include animal introduction procedures and planning.</p>	
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>General comment:</i> this would be good as a core unit because animal populations in conservation facilities cannot be maintained for extended periods without breeding.  new staff need to be aware of the many different lifecycle strategies, from both full and incomplete metamorphosis of insects, metamorphosis of amphibians, egg and live bearing reptiles, altricial and precocial bird strategies, monotreme, marsupial and mammal breeding strategies. Requirements of Breeding and rearing young have a strong bearing on whether a species can be successfully maintained.</p>	<p>Noted - support to include unit as core - the SMEWG supports this unit being an elective.</p>
<b>ACMCAN307 Rehabilitate native wildlife</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Element 1 - Remove element 1. This unit is regarding the rehabilitation period and not the initial rescue which is covered already in rescue and provide first aid for animals.  You may need to include that unit as a pre request to do this unit?  Regarding PC1.2 - Comment is: Keep this PC but add to below element "Rehabilitate rescued animals"  Regarding PC1.3 - Comment is: Keep but add to below element as added performance criteria.  Regarding PC2.1 - Comment is: 2.1 already implied in PC2.4?  Regarding PC2.6 add wording "Maintain documentation required in relation to rescued wildlife <b>rehabilitation</b>"  Knowledge evidence:  'key requirements...relating to rehabilitating wildlife'.  Comment is: Strongly agree with this KE point extremely important and needed to perform the elements/skills.  'common problems...disease, discharges, parasites'.  Comment is: Add 'wildlife' in front of diseases. Remove 'discharges'.  'injuries -comment is: Common injuries including trauma from domestic animal attack, hit by car, man-</p>	<p>Thank you for the detailed feedback.</p> <ul style="list-style-type: none"> <li><b>Element 1</b> retained - suggestion to remove element 1 was considered, however, units should be standalone and government policy is to minimise the use of prerequisites</li> </ul> <p>Recommendations adopted</p> <ul style="list-style-type: none"> <li>Merged PC2.2 and 2.4 - revised <i>PC2.1 Apply suitable species-relevant rearing and recovery procedures</i></li> <li>PC2.6 wording updated to <i>2.6 Maintain documentation required in relation to rescued wildlife rehabilitation</i></li> <li><b>Knowledge Evidence</b> – minor edits listed</li> <li><b>Assessment Conditions</b> - added <ul style="list-style-type: none"> <li>access to relevant legislation and codes of practice relating to native wildlife rehabilitation</li> <li>added wildlife to diseases and deleted discharges</li> <li>stress / trauma including, attacks from other animals, hit by car, pollution, natural disasters</li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>made pollution, natural disaster - fire and flooding.            'initial emergency care activities, to address breathing issues, external bleeding, immobilising fractures, and treating dehydration and shock'. Comment is: Remove this KE point as this unit addressing rehab side of wildlife rescue and not the initial emergency response.            General comment on this unit: Must have access to relative legislating and follow codes of practice EG; Native fauna rehabilitation ACTs and licencing Code of practice for the rehabilitation of some species such as:-            Flying foxes, Koalas, birds of prey, macropods, wombats etc.</p> <p>These should be the go to information for the unit. They state what animals can and cannot be rehabilitated, size of enclosures etc. They also outline the need for licencing            There is also the wildlife disease registry that refers to common wildlife diseases and in some circumstances the need for diseased animals for research including dead ones.</p>	
<ul style="list-style-type: none"> <li>RTO, VIC</li> </ul>	<p><i>Performance evidence 'prepared wildlife for post-rehabilitation life':</i>            for the orphan it can be a very long process, over 2 years before release. These should be first aid care and then refer to vet- They are not allowed to diagnosis unless under veterinarian supervision.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>General comment:</i> Is emergency care actually in a facility? do these students have the skills to determine what animal is seriously injured - this should be determined by a vet? Perhaps 'perform initial animal assessment and then seek advice from supervisor and vet'?</p> <p><i>General comment:</i> Often native wildlife carers do not have access to facility policies and procedures but work in homes etc - perhaps better to say '..following wildlife group policies and procedures and licensing conditions' or similar.</p> <p><i>Performance evidence:</i>            The unit descriptor is about immediate care - to be</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>• RTO, QLD</li> </ul> <p>asked to rehabilitate three animals as PE is wrong - should be 'provide immediate care for three rescued native animals' etc otherwise descriptor is wrong. Also to rehabilitate student needs to be licensed or work under a licensed group - to provide immediate care to rescued animals they don't necessarily have to - this whole unit seems to be confused about what its intent is.</p> <p><i>General comment:</i> remain an elective.  Agree with 766 on both statements <i>regarding 'Is emergency care actually in a facility...'</i> and <i>'Often native wildlife carers do not have access to facility policies...'</i>  Facility can mean wildlife group, but may be better to be more specific with this definition.  Agree with 519 <i>regarding 'should be first aid then refer to vet'</i>. Maybe 1.5 states 'Apply first aid and refer to supervisor or vet for immediate treatment'?"  <i>Comment against Performance criteria 2.1-2.6:</i>  Criteria missing on housing. Could we add a point stating something along the lines of 'appropriate housing requirements for each stage of care in rehabilitation'.  <i>Performance Evidence against 'minimum of three native animals...for each animal'</i>  This is too much. Make minimum of one animal to care for.  Also, not including an orphan as this can take too long. Make this to rehabilitate any native wildlife as long as it is under the licence of the facility the student is based at or the wildlife group they are licenced with.  <i>Knowledge evidence: 'types of wildlife typically recued, including'</i>  add 'which may include'? depending on wildlife groups, some places will not let them go near certain species so being able to select rather than have to do would be better?  <i>Knowledge evidence: 'common problems...rescued animals, including'</i>  add ' which may include? for same reasons as above?  <i>Knowledge evidence: basic animal husbandry...native species including:</i></p>	<p>Comment noted – SMEWG supports the unit remaining as an elective.  Recommendations adopted.</p> <ul style="list-style-type: none"> <li>• re facility/workplace procedures - wording changed to organisational procedures (see above)</li> <li>• PC1.5 reworded - 1.5 Seek advice from supervisor and/or refer seriously injured animals to supervisor or take to veterinary clinic for immediate treatment</li> <li>• new PC added - 2.3 Provide housing and/or habitat suitable for species and level of care required</li> <li>• Performance Evidence – reduced volume/frequency from 3 to 2 animals</li> <li>• Knowledge Evidence <ul style="list-style-type: none"> <li>○ suggestion not adopted - cannot use 'may include' - all points in KE must be assessed</li> <li>○ added • husbandry requirements, including diets and housing/habitats</li> </ul> </li> <li>• Assessment Conditions - changed to an animal care facility.</li> </ul>



Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>ADD? housing requirements feeding requirements <i>Assessment Conditions: 'a captive animal...real workplace setting'</i> As animal carers work from home this description doesn't work. Maybe 'an exhibited animal environment or a native animal rehabilitation/carer environment, or a wildlife carer group'? Something along those lines? Or maybe as simple as 'animal care facility'?</p>	
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul> <p><b>Knowledge evidence:</b> KE initial emergency care activities, including:</p> <ul style="list-style-type: none"> <li>• clearing animal's mouth and nose to assist breathing</li> <li>• applying pressure bandages to stem external bleeding</li> <li>• supporting bandages to immobilise fractures</li> </ul> <p>These are not common responses across all wildlife species. Suggest amend to: KE initial emergency care activities, including:</p> <ul style="list-style-type: none"> <li>• respond appropriately according to presenting injuries"</li> </ul> <p>KE common problems experienced by rescued animals, including:</p> <ul style="list-style-type: none"> <li>• age-related health conditions</li> <li>• bloat</li> <li>• changes in behaviour</li> <li>• changes in urine and bowel movements</li> <li>• cloacal prolapse</li> <li>• dehydration</li> <li>• discharges</li> <li>• feeding problems, including milk aspiration and decreased appetite</li> <li>• fight injuries</li> <li>• fur loss</li> <li>• general ill health</li> </ul>	<p>Thank you for the detailed feedback.</p> <p>Recommendations to Knowledge Evidence adopted / incorporated with other feedback.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>• heat stress</li> <li>• humanisation</li> <li>• lethargy</li> <li>• loss of weight</li> <li>• malnutrition</li> <li>• parasitic burdens</li> <li>• stooped position</li> <li>• stress</li> <li>• trauma</li> <li>• zoonotic and other diseases</li> </ul> <p>Some of these are specific to mammals only and not relevant for all species Suggest amend to: KE common problems experienced by rescued animals, including:</p> <ul style="list-style-type: none"> <li>• age-related health conditions</li> <li>• gastric conditions including changes in urine and bowel movements</li> <li>• changes in behaviour including decreased appetite</li> <li>• dehydration, heat stress</li> <li>• feeding problems relevant to species</li> <li>• injuries and other traumas relevant to species in care</li> <li>• general ill health including lethargy and fur loss</li> <li>• malnutrition, loss of weight</li> <li>• zoonotic and other diseases including parasitic burdens</li> <li>• problems associated with captive care including stress and humanisation</li> </ul>	
<b>ACMCAN308 Release native animals to natural environment</b>		
<ul style="list-style-type: none"> <li>• RTO, NSW</li> </ul>	<p>Knowledge Evidence: Agrees with adding KE points 2-5 (added by developer) Agrees with adding 'potential risks to wildlife being released'</p>	<p>Thank you for feedback - agreement for additional KE points noted.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Knowledge evidence - 'principles of animal welfare...macropod, ratite, wombat</i> should include birds other than ratites</p>	<p>Thank you for feedback - list in KE deleted (originally included as it included the species for which there are specific Australian Animal Welfare guidelines/standards).</p>
<b>ACMCAN309 Develop institutional husbandry guidelines</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I agree with reducing the ACMCAN309 PE requirements for a husbandry manual from three to one</p>	<p>Thank you for feedback - noted - agreement for changed PE requirements.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Regarding title change from 'Develop institutional...' to 'Develop facility...'. Comment is: Totally agree to add facility to name. Must be clear difference between this husbandry guideline for an individual facility rather than confusing with a TAG species husbandry manual</p>	<p>Thank you for feedback - noted - agreement for changed title.</p>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p>Remain an elective <i>Performance evidence 'developed facility...for one animal species'</i> YES and thank you <i>Knowledge evidence general comment:</i> IDEA - Should there not be a more in depth list here of the topics that should be included in a husbandry guideline? eg chapter titles?</p>	<p>Thank you for feedback - noted - agreement for changed PE requirements.</p> <p>A detailed list of topics to include in a husbandry manual will be included in the Companion Volume Implementation Guide.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Performance evidence 'developed facility...for one animal species'</i> very glad this has returned to one species</p>	<p>Thank you for feedback - noted - agreement for changed PE requirements.</p>
<ul style="list-style-type: none"> <li>Industry, WA (Darwin public consultation workshop)</li> </ul>	<p>ACMCAN309– should be 'Assist with development' not 'Develop'– this is a veterinary role.</p>	<p>Thank you for feedback - noted your comment – this task is undertaken in captive/exhibited animal facilities also.</p>
<b>ACMCAN310 Contribute to exhibit design and renovation planning</b>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>ACMCAN310 - I think the requirement in this unit to 'contribute' to the concept briefs for exhibit renovation is beyond the scope of most students at this level – they can 'review' and give recommendations but I think that is all – if it is merged with CAN304 I am concerned this unit will be huge so would need refining and will not fit with those in some, especially smaller, captive facilities – I tend to think it should stay as a standalone elective for those working in larger facilities but change the term contribute to review and reduce the number in the PE to 1 or 2 at most</p>	<p>Thank you for your feedback.</p> <p>The SMEWG supports retaining ACMCAN310 and not merging with ACMCAN304. Note title change to <i>Contribute to exhibit design and renovation planning</i>.</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Regarding suggestion to delete this unit due to duplication with CAN304 and CAN501, comment is: I don't like this suggestion at all I feel that two units defiantly stand alone. ACMCAN304 I think more addresses the housing of the animal whereby this unit ACMCAN310 is ensuring that keepers understand that continual monitoring and adding improvements should always be a progression of the responsibilities and goals for the keeper and the facility. Does the exhibit reflect the mission statement and goals of the facility? Does the exhibit meet current standard? Does the exhibit allow good positive animal welfare for animals to perform natural behaviours? Does the exhibit allow keepers to perform their duties with safety to self, public and the animals? (Including back of house part of the exhibit allowing for best practice in animal catch ups and training facilities) Is the exhibit's public viewing space adding to the overall theme and enhancement of visitor's needs including passive education of what the exhibit and animals conservation message is. Add in extra performance criteria of PC1.6. Better reflecting some of my comments above. By including all this into ACMCAN304 the unit becomes very large to assess and I also believe this unit standing on own as an elective lets students utilise a lot of</p>	<p>Thank you for your feedback.</p> <p>The SMEWG supports retaining ACMCAN310 and not merging with ACMCAN304. Note title change to <i>Contribute to exhibit design and renovation planning</i>.</p> <p>Recommendations adopted.</p> <p><b>Performance Criteria:</b></p> <ul style="list-style-type: none"> <li>PC1.1 Identify current industry species-specific standards for exhibits and facility goals or plans for exhibit (new)</li> <li>PC1.3 Assess exhibit structure and furnishings in relation to promotion of positive animal welfare and animal's ability to express natural behaviours (revised)</li> </ul> <p><b>Performance Evidence:</b></p> <ul style="list-style-type: none"> <li>Changed from 3 occasions to one exhibit/enclosure</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	knowledge that they accumulate within in a those core units to then access if the exhibit is actually working well for all - animals, keepers and visitor needs.	
<b>ACMCAN311 Care for young animals</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Agree to all above comments (developer's changes as listed in draft document)	Thank you for your feedback - agreement with changes in draft unit noted.
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>General comment against Performance Evidence section:</i> think the statement 'Provided a .....care program' is ambiguous - does that mean just develop the care program or develop and implement the program - suggest reword to Developed...</p> <p><i>General comment:</i> Is there a reason why they don't have to actually feed the animal?</p> <p><i>Against Element 3 performance criteria:</i> 'monitor interactions.....with other animals where appropriate'? as this is not always appropriate or possible</p> <p><i>General comment against Performance Evidence section:</i> i think this unit is confused in its intent - they have to provide care but according to the PC it is all about developing a plan and monitoring - they are not even directed to feed the animal? Is this unit about developing plans and monitoring or actually providing the care?</p>	<p>Thank you for the detailed feedback. Recommendations adopted.</p> <ul style="list-style-type: none"> <li>clarified intent of unit and PE statement i.e. cared for two young animals.</li> <li>added PC2.2 Feed animals according to facility procedures</li> <li>PC3.2 Monitor interactions of young animal with other animals, <i>where appropriate.</i></li> </ul>
<ul style="list-style-type: none"> <li>RTO, QLD</li> </ul>	<p><i>General comment:</i> Have as an elective maybe reword criteria eg: 2.1 preparation and storage of food for young animal species? 2.2 Feeding requirements for young animal species? <i>Performance evidence "There must be...of two young animals,..."</i> reduce number to one? Depending on species, eg a marsupial will take a long time to care for. <i>Knowledge evidence; 'environmental requirements...'</i></p>	<p>Noted - support to include unit as an elective - the SMEWG supports this unit being an elective</p> <p>PC wording retained as PCs must start with a verb</p> <p>Adopted recommendations</p> <ul style="list-style-type: none"> <li>Performance Evidence - noted suggestion to reduce volume/frequency to one animal (was 3 / revised draft is 2)</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Add 'artificial rearing'? or 'rearing of orphans'? Trying to refer to animals without mothers/orphans/from eggs/incubated etc	<ul style="list-style-type: none"> <li>Knowledge Evidence - suggested points added environmental requirements for rearing young animals, including:</li> <li>orphans or artificially raised animals</li> </ul>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>2.2 Monitor growth and general condition of animals 2.3 Follow weaning procedures for nominated species 2.4 Conduct pre-release activities under supervision where appropriate PE assisted in artificially rearing animals PE monitored the health and nutrition of young animal to ensure their overall growth and wellbeing PE prepared the animal for release into a captive or natural habitat environment.</p> <p>This unit requires that students demonstrate hands on skills in artificially rearing animals. An RTO must provide real, live young animals for this activity. Some TAFE campuses hatch chickens to meet the requirements of this unit. Have the welfare and ethics been considered for this unit? Are students expected to take young animals home to hand rear? (They are not yet qualified in this unit so the implications are that students who may not achieve competency are being allowed to manage the welfare of a young animal). Furthermore, and importantly, what are the expectations for what should happen with the grown animals that result from the rearing process?</p> <p>Suggest: The rearing and use of live animals for this topic is examined closely for ethical and welfare implications.</p>	<p>Thank you for your suggestions – changes were made to the performance criteria and performance evidence which addressed most of the concerns raised.</p> <p>Recommendation adopted - Artificial rearing has been removed from the unit as it is not always undertaken in all facilities</p>

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

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
ACMCAN401 Implement collection management	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	I think the term 'population' is better than 'collection'	Recommendation adopted – terminology has been updated in <i>ACMCAN303 Support species population planning and management</i> and new combined unit <i>ACMCAN4X7 Implement species population and planning management</i>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	thinking about the module on species management, I think that there is potential to complete a significant overhaul. In the case of species management, I believe that there would be real benefit in providing foundation information relating to factors influencing choices of species at zoos and approaches to species planning. This information is vital and something that is overlooked. The need for regional species planning was a matter that was discussed at a workshop of the ZAA Board and Animal Management Committee on 11 December – so is indeed topical. More detailed information around population management could be included in a separate module. This should focus on understanding terminology and interpreting information, rather than being able to produce a studbook. Again, we (Animal Management Committee) find that keepers will take on the role of developing/looking after a studbook in order to advance their careers, they learn how to use SPARKS/ZIMS, then give up after a couple of years and have no real understanding of species management – they just learn how to enter data into a studbook.	Recommendation adopted - revised unit developed merging <i>ACMCAN401</i> and <i>ACMCAN502</i> . New unit <i>ACMCAN4X7 Implement species population and planning management</i>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Could this and <i>ACMCAN502</i> be combined and eliminate the level 5 Utilising the skill cluster when choosing electives to make up the students cert iv	Recommendation adopted - revised unit developed merging <i>ACMCAN401</i> and <i>ACMCAN502</i> . New unit <i>ACMCAN4X7 Implement species population and planning management</i>
<b>ACMCAN402 Manage enclosures and exhibits</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	Could this and <i>ACMCAN501</i> be combined and eliminate the level 5 Utilising the skill cluster when choosing electives to make up the students cert iv	Recommendation adopted and supported by the SMEWG - revised unit developed merging <i>ACMCAN402</i> and <i>ACMCAN501</i> . New unit <i>ACMCAN4X8 Oversee enclosure/exhibit operations</i>
<b>ACMCAN403 Develop animal diets</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	No changes	Noted
<b>ACMCAN404 Develop, monitor and review behavioural management strategies</b>		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Now this is very similar to the new proposed assess the welfare status of an animal</p> <p>I think this still needs to be two separate units with emphasis on this level 4 being more accountable representing a higher grade keeper implementing animal welfare behavioural management strategies.</p> <p>It was said in the on line forum that the GAS assess the welfare status of an animal was too wordy and I agree - down grade that units wording so implies students have grounded basic knowledge of good animal welfare and recognise where facilities fall short but utilise this higher unit to be accountable for managing changes needed that may be addressed via behavioural management strategies, eg: stereo specific behaviours, training for stress management with health and transportation procedures, Enclosure design to deal with changes in attitudes such as pinning in water birds. Management of social structures of group dynamics.</p>	<p>Thank you for feedback. Comments noted – <i>ACMNEW3X1</i></p> <p>Assess the welfare status on an animal has been reviewed and language modified for AQF level 3</p> <p>The SMEWG support this unit – i.e. no intention to remove it.</p>
<b>ACMCAN405 Design and evaluate interpretive and learning programs</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I like this unit as a level IV part of the cert IV</p> <p>There must be valid reasons for having animals exhibited for the public and that is the emphasis on education for conservation</p>	<p>Thank you for feedback. Comment noted</p>
<b>ACMCAN406 Assist in establishing and maintaining a plantation</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>The unit works well as a level IV and I agree with the below re wording comments</p>	<p>Thank you for feedback. Comment noted</p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p><i>Performance criteria 1.1</i></p> <p>cut browse from plantations is essential for sourcing foliage for large animals and nectar flowers for small nectivorous animals. invertebrate rearing such as caterpillars and stick insects is made sustainable by using potted plants rather than cut foliage because the plants can e regrown. in addition, the foliage remains fresh much longer than for cut foliage. this unit has the potential to address providing potted plants as well as just plantation grown and then cut foliage. this unit could be called "assist in managing a plantation or plant production system"</p> <p>the first element could be assist with establishing and maintaining a zoological plantation of plant production system.</p>	<p>Recommendation adopted and supported by the SMEWG - added and/or plant production system to title and throughout unit (performance criteria, performance evidence and knowledge evidence)</p>
<b>ACMCAN501 Contribute to enclosure and exhibit design or renovation projects</b>		



<b>Stakeholder Comments and Identified Issues</b>		<b>Consideration and Proposed Resolution</b>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Could this and ACMCAN402 be combined and eliminate the level 5</p> <p>Utilising the skill cluster when choosing electives to make up the students cert iv</p>	<p>Recommendation adopted and supported by SMEWG - revised unit developed merging ACMCAN402 and ACMCAN501. New unit <i>ACMCAN4X8 Oversee enclosure/exhibit operations</i></p>
<b>ACMCAN502 Develop and monitor collection management</b>		
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>I think the term 'population' is better than 'collection'</p>	<p>Recommendation adopted and supported by SMEWG – terminology has been updated in <i>ACMCAN303 Support species population planning and management</i> and new combined unit <i>ACMCAN4X7 Implement species population and planning management</i></p>
<ul style="list-style-type: none"> <li>RTO, NSW</li> </ul>	<p>Could this and ACMCAN401 be combined and eliminate this unit</p> <p>Utilising the skill cluster when choosing electives to make up the students cert iv</p>	<p>Recommendation adopted and supported by the SMEWG - revised unit developed merging ACMCAN401 and ACMCAN502. New unit <i>ACMCAN4X7 Implement species population and planning management</i></p>

## Proposed merged units of competency

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

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

## Proposed units of competency for deletion

There are no units proposed for deletion.

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

The following units have been revised and merged with similar units to avoid duplication:

- *ACMCAN401 Implement collection management*
- *ACMCAN402 Manage enclosures and exhibits*
- *ACMCAN501 Contribute to enclosure and exhibit design or renovation projects*
- *ACMCAN502 Develop and monitor collection management*
- *ACMCAN306 Provide basic care of marine fish*
- *ACMCAN307 Provide basic care of freshwater fish*
- *ACMCAN306 Provide basic care of marine invertebrates*
- *ACMCAN307 Provide basic care of terrestrial and freshwater invertebrates*

# Appendix 1 – Summary of feedback for first round of first draft consultation

## Summary of key feedback and changes

Feedback received (and key changes made) during “Drafts Available” phase November/December 2019

### Qualifications

#### Certificate III in Wildlife and Exhibited Animal Care

Some changes to core and elective units

- Mandated work placement for this qualification. Two units, *ACMCAN301 Work within a zoological facility* and *ACMCAN304 Prepare and maintain animal habitats* have a mandated 240-hour work placement requirement added. The following statement has been added to the Performance Evidence of these two units:
  - *performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a zoological facility.*
- Packaging rules changed
  - Core units - 10 increased to 12
  - Elective units - 6 decreased to 4
  - ACMINF units – rule added that only one of the ACMINF units can be selected as an elective
- ACMCAN301 title changed to - *Work within a zoological facility*
- ACMCAN302 (present to public) – moved back to core
- ACMCAN310 (exhibit design) retained as an elective unit – originally proposed for deletion (merging with ACMCAN304)
- ACMGAS3X2/ACMNEW3X2 Promote positive wellbeing in self and others in animal care workplaces – moved to core
- Updates to titles/codes of some units covered in the *Pet Care and Training Project*:
  - ACMGAS3XX Provide basic animal first aid (merges ACMGAS206 and ACMGAS305)
  - ACMGAS4XX Condition animal behaviour

#### Certificate IV in Wildlife and Exhibited Animal Management

- Entry requirements updated:
  - Current work requirement added
  - Greater specification added to work experience requirements as an alternative to having completed the Certificate III prior to commencing the qualification
- Packaging rules
  - Electives split into 3 Groups – rules added as to the number of electives to be selected in each group
- Electives
  - Electives split into 3 Groups for advice and to encourage a balanced selection of units
  - ACMCAN4X8 (oversee enclosures) – merged unit (*combined ACMCAN402 and ACMCAN501*)
  - 4 units added to electives:
    - *BSBHRM403 Support performance management process*
    - *BSBHRM404 Support the recruitment, selection and induction of staff*
    - *ACMAIM401 Coordinate large animal movement and evacuation*

- *ACMAIM402 Develop a large animal incident response plan for an organisation*
- 1 unit removed from electives – ACMGAS3X2 (ACMNEW3X2) Promote positive wellbeing - as it is a core in the Certificate III (covered by entry requirement)

### **Certificate IV in Animal Facility Management**

- possible alternative qualification to the Certificate IV in Wildlife and Exhibited Animal Management

### **Skill Sets**

- Exhibited animal SS
  - Suggest not proceeding with ACMSSXXX26 Zoological Exhibit Skill Set as the unit ACMCAN501 Contribute to enclosure and exhibit design or renovation projects is no longer a standalone unit. It has been merged with ACMCAN402 into ACMEXH4X8
- Changes to units within the proposed Marine wildlife response skill sets:
  - *ACMSS00021 Large Whale Disentanglement Skill Set*
  - *ACMSS00022 Lead Marine Wildlife Event Response Skill Set*
  - *ACMSS00029 Marine Animal Stranding Skill Set*
- 2 new skill sets proposed for the Wildlife and exhibited animal sector:
  - *ACMSS00030 Introduction to Native Wildlife Rehabilitation Skill Set*
  - *ACMSS00031 Animal Behaviour Skill Set*
- Existing skill sets – no major change

### **Units of competency**

**Marine incident response units (ACMAIM)** – acknowledgement that the units cover niche and often highly specialised, technical operations undertaken by approved agencies

- ACMAIMXX5 Assist at marine wildlife events (induction for volunteers). Feedback recommends making the unit broader to cover marine and terrestrial incidents involving animals.

### **Species-specific units (ACMSPE)**

- General support for merging of marine and freshwater fish and marine, freshwater and terrestrial invertebrate units
- Noted comments re inconsistencies in breadth of some units - these units have been developed over time to address the needs of specific sectors e.g. rodents & rabbits - animal technology. The units may be contextualised to focus on species relevant to the workplace. Also, the revised performance evidence in some units has added more specificity to types and number of species that need to be covered
- Need for a unit on venomous reptiles was not supported by SMEWG due to safety concerns in delivery and concerns about industry acceptance.

### **Cross-sector units**

- ACMGAS/NEW3X1) *Assess the welfare status of an animal*
  - This unit was generally well supported
  - Changes to language and terminology were made to align with indicative AQF level 3. Minor edits throughout.
- ACMGAS/NEW3X2) Promote positive wellbeing in self and others in animal care workplaces
  - Title has been updated (as above – to focus on relevance to humans not animals)
  - Some concerns over additional assessor requirement to hold the Mental Health First Aid Accreditation (MHFA) certification. The SMEWG supports the need for assessors to have specialist training in mental health first aid. The requirement was broadened to:

- assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualification with advice provided in the Companion Volume Implementation Guide (CVIG).
- Some concerns over performance evidence being difficult to assess as it can be quite 'personal' – the self-care (action) plan was supported by the SMEWG as the PE was modified to allow include an action/self-care plan based on a case study to address concerns relating to privacy/confidentiality.

### **Captive animal units (ACMCAN)**

- ACMCAN301 Work within a captive animal facility – title changed to - Work within a zoological facility. Work placement statement added to PE in unit.
  - *performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a zoological facility.*
- ACMCAN302 Prepare and present information to the public - Some differences in views on:
  - whether the unit should be a core or elective – SMEWG supports unit as CORE
  - element 4 - some indicate that dealing with the media is not a common role for keepers; others state that they should be aware of interactions with media. SMEWG supports inclusion of media including social media
- ACMCAN303 terminology updated to reflect current industry practice and unit renamed *Support species population planning and management*
- ACMCAN304 unit renamed to *Prepare and maintain animal habitats*. Work placement statement added to PE in unit.
  - *performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a zoological facility.*
- ACMCAN309 Develop husbandry guidelines – performance evidence reviewed to reduce requirements which were considered excessive
- ACMCAN310 Contribute to exhibit design and renovation – this unit was originally proposed to be merged with ACMCAN304 Prepare and maintain animal housing. Feedback requested that the two units be retained as separate units.
- ACMCAN311 Care for young animals – references to demonstrating hand rearing removed from unit (animal welfare issue)
- ACMCAN401 Implement collection management and ACMCAN502 Develop and monitor collection management merged and replaced by ACMCAN4X7 Implement species planning and population management
- ACMCAN402 Manage enclosures and exhibits ACMCAN501 Contribute to enclosure and exhibit design or renovation projects merged and replaced by ACMCAN4X8 Oversee enclosure/exhibit operations
- ACMCAN406 Assist in establishing and maintaining a plantation retitled and reworked content to include plant production - Assist in establishing and maintaining a zoological plantation or plant production system.