

# **Companion Volume Implementation Guide Part 1: Overview and Implementation**

## **ACM Animal Care & Management Training Package**

Version 4.1

July 2021

## Disclaimer

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## Implementation Guide modification history

Implementation Guide Release number	Implementation Guide Release date	Author	Comments
5.0	July 2021	Skills Impact	Content updates to accompany release of ACM Animal Care and Management Training Package V4.1.
4.0	April 2021	Skills Impact	This release of the Implementation Guide incorporates animal behaviour and training, exhibited animals, animal incident management for marine wildlife response, general animal care, animal facility management, pet grooming and animal regulation and management qualifications, skill sets and units of competency released with ACM Animal Care and Management Training Package V4.0.
3.0	August 2019	Skills Impact	This release of the Implementation Guide incorporates Diploma of Veterinary Nursing, animal incident management, horse education, and animal technology qualifications, skill sets and units of competency released with <i>ACM Animal Care and Management Training Package V3.0</i> . It also details qualifications and units that have been moved to the <i>RGR Racing and Breeding Training Package</i> .
2.0	December 2018	Skills Impact	This release of the Implementation Guide incorporates veterinary nursing, farriery, equine hoof care and infection control qualifications, skill sets and units of competency and two performance horse units of competency released with the Animal Care and Management Training Package V2.0.
1.0	November 2017	Skills Impact	Implementation Guide created to accompany release of Animal Care and Management Training Package V1.0.

# Introduction

## About this Guide

This Companion Volume Implementation Guide (Implementation Guide) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to use the *ACM Animal Care and Management Training Package*.

## Structure of this Guide

This Implementation Guide for the *ACM Animal Care and Management Training Package* consists of two parts. Each part can be downloaded from VETNet at:

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103>

This document is **Part 1** and it contains two sections.

### 1. Overview

This section includes information about:

- what training packages are, and how they are developed
- the qualifications, skill sets and units of competency (including imported and prerequisite units of competency) in the training package
- mapping between previous and current versions of the qualifications and units of competency
- key work, training and regulatory/licensing requirements in the industry.

Note: Lists of qualifications, skill sets and units of competency, together with mapping information for qualifications, skill sets and units of competency, are in the Appendices section.

### 2. Implementation

This section explains some of the key features of the *ACM Animal Care and Management Training Package* and the industry that will impact on the use of the Training Package. It includes information about:

- training pathways
- occupational outcomes of qualifications
- entry requirements for qualifications
- access and equity considerations
- resources and equipment requirements.

### Note about Companion Volume Implementation Guide Part 2

Please refer to the *ACM Animal Care and Management Training Package Implementation Guide Part 2: Component Details* file for:

- lists of qualifications, skill sets and units of competency in the *ACM Animal Care and Management Training Package Version 4.01*
- units of competency from the *ACM Animal Care and Management Training Package Version 4.1* with prerequisite requirements
- units of competency imported from other training packages included in qualifications in the *ACM Animal Care and Management Training Package Version 4.1*
- mapping information, providing a summary of the key changes between current and previous versions of the training package components (qualifications, skill sets and units of competency).

## Other Companion Volumes

Additional **Companion Volume User Guides** for the *ACM Animal Care and Management Training Package* have been developed to support training and delivery of some sectors. These are:

- Companion Volume: Animal Incident Management User Guide
- Companion Volume: Safety In Equine Training User Guide
- Companion Volume: Equine Dentistry User Guide
- Companion Volume: Farriery Equine Hoof Care User Guide.

All Companion Volumes, including the User Guides for this Training Package can be downloaded from VETNet at <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103>.

## Overview

### About training packages

Training packages specify the skills and knowledge (known as competencies) that individuals need in order to perform effectively in workplaces. Training packages:

- reflect identified workplace outcomes
- support national (and international) portability of skills and competencies
- reflect the core, job-specific and transferable skills, required for job roles
- enable the awarding of nationally recognised qualifications
- facilitate recognition of peoples' skills and knowledge, and support movement between school, VET and higher education sectors
- promote flexible modes of training to suit individual and industry requirements.

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**Note:** To make them easy to interpret, training packages are written in simple, concise language, with delivery and assessment requirements clearly described. Training package products do not prescribe how an individual should be trained so that users can develop training and assessment strategies to suit the needs of their particular learners.

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### Training package components

Training packages consist of endorsed and non-endorsed components<sup>1</sup>.

Although all components must be developed to comply with the Standards for Training Packages 2012<sup>2</sup>, endorsed components must be submitted for approval by the Australian Industry and Skills Committee before they are released for use.

A summary of endorsed and non-endorsed components is provided on the following page.

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<sup>1</sup> Note that the words 'components' and 'products' are used in currently applicable legislation standards and policies. Both words are generally used to refer to the qualifications, skill sets, units of competency, assessment requirements, credit arrangements and supporting materials produced for training packages.

<sup>2</sup> The *Standards for Training Packages 2012*, and accompanying policies, are available from the Australian Department of Education, Skills and Employment website <<https://www.employment.gov.au/training-packages>>.

## Endorsed components

Product	Description
<b>Qualification</b>	A qualification combines the skills standards (called units of competency) into meaningful groups that meet workplace roles and align to the Australian Qualifications Framework (AQF).
<b>Unit of competency</b>	A unit of competency describes the requirements for effective performance in a discrete area of work, work function, activity or process. They specify the standard against which training delivery and assessment of competency can take place.
<b>Assessment requirements</b>	Assessment requirements accompany each unit of competency and include the performance evidence, knowledge evidence and conditions for assessment.
<b>Credit arrangements</b>	Credit arrangements provide details of existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF.  Note: There are currently no nationally applicable credit arrangements between any Skills Impact training package qualification and higher education qualification.

## Non-endorsed components

Product	Description
<b>Skill set</b>	A skill set addresses a particular industry need or a licensing or regulatory requirement. A skill set is not endorsed but includes endorsed units of competency.
<b>Companion volume</b>	This general term refers to any product (including this Implementation Guide) which supports training and assessment.

## Training package development

Training packages are developed through a process of national consultation with industry. There are some key stakeholders that drive training package development.

### Key stakeholder roles<sup>3</sup>

<b>COAG Skills Council (CISC)</b>	The Council assists COAG by developing and implementing policies under the vision endorsed by COAG, ensuring the vocational education and training (VET) sector is a responsive, dynamic and a trusted sector that delivers an excellent standard of education and training. The Council is responsible for skills development and national training arrangements, with a focus on major policy reforms requiring Commonwealth-State collaboration.
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<sup>3</sup> More information about key stakeholder roles is available on the AISC website < <https://www.aisc.net.au>>.



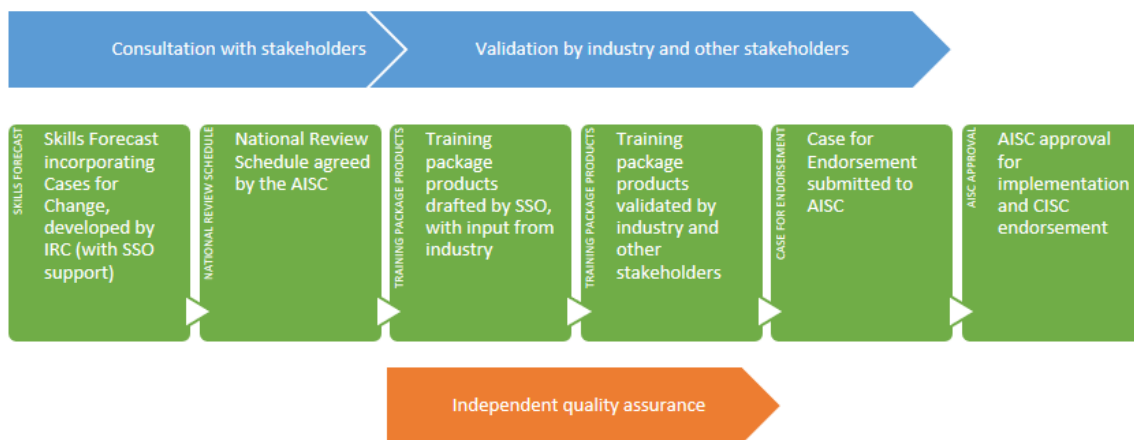
<b>The Australian Industry and Skills Committee (AISC)</b>	The AISC was established by the CISC in 2015 to provide industry leadership within the national training system. As well as setting the priorities for the review of training packages in a national review schedule, the AISC approves training packages for implementation.
<b>Industry Reference Committees (IRCs)</b>	IRCs are the key industry advisory bodies to the AISC. They are made up of people who are experts in their particular industry sectors. IRCs drive the process of training package development so that the qualifications and units of competency are aligned with modern work practices.
<b>Skills Service Organisations (SSOs)</b>	SSOs are funded by the Australian Government to provide technical, operational and secretariat support to IRCs. SSOs assist IRCS to identify the skills required for jobs. Under the direction of the IRCs, SSOs develop and review compliant training packages that meet industry needs. Skills Impact is an SSO.
<b>Government</b>	<p>The Australian Government supports the AISC and its network of IRCs and manages the SSOs.</p> <p>State and territory governments, referred to as State or Territory Training Authorities (STAs/TTAs), canvass stakeholder views about training packages, provide implementation advice, identify issues and develop purchasing guides for training providers.</p>
<b>Vocational education and training regulators</b>	The national VET regulator, the Australian Skills Quality Authority (ASQA), and two state-based VET regulators, Victorian Registration and Qualifications Authority (VRQA) and Western Australian Training Accreditation Council (WA TAC), regulate the training and assessment strategies and practices of registered training organisations. Their aim is to ensure consistency with the requirements of the endorsed components of training packages.

## The development process

The process used to develop and endorse training packages is based on the following principles:

- open and inclusive industry participation in development, validation and endorsement of training packages
- strong stakeholder engagement and the opportunity for industry to drive change
- highly responsive and capable of meeting industry needs and priorities for new skills
- clear and transparent arrangements for resolving contentious issues
- accountability of all stakeholders for the role that they play in the process.

The diagram summarises the process of training package development. <sup>4</sup>



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<sup>4</sup> The training package development and endorsement process policy can be downloaded from the Department of Education, Skills and Employment website < <https://docs.employment.gov.au/documents/training-package-development-and-endorsement-process-policy-0> >

## Contents of this training package

The *ACM Animal Care and Management Training Package* contains AQF aligned qualifications, skill sets and units of competency.

### Prerequisite requirements

Some units of competency have prerequisite requirements. This means that an individual must be competent in the prerequisite unit(s) of competency before undertaking any assessment in the unit containing the prerequisite(s).

### Imported units

Qualifications include units of competency from different training packages, including:

- AHC Agriculture, Horticulture and Conservation and Land Management
- BSB Business Services
- FSK Foundation Skills
- HLT Health
- LGA04 Local Government
- MEM Manufacturing and Engineering
- MSL Laboratory Operations
- PSP Public Sector
- RGR Racing and Breeding
- SFI Seafood Industry
- SIR Retail
- SIS10 Sport, Fitness and Recreation
- SIT Tourism, Travel and Hospitality
- TAE Training and Education
- TLI Transport and Logistics.

Please refer to [Companion Volume Implementation Guide Part 2: Component details Appendix 2](#) for details of components in the *ACM Animal Care and Management Training Package* including lists of:

- qualifications, skill sets and units of competency
- units of competency with prerequisite requirements
- imported units of competency.

## Mapping information

Mapping to previous versions of a training package can be useful for delivery and assessment because it:

- outlines the changes between current and previous versions of qualifications, skill sets and units of competency
- states whether the vocational outcomes of the current and previous versions of units of competency and qualifications are equivalent
- shows any components that have been added to, or removed from, the training package.

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Note: The mapping tables are summary documents only and cannot be used alone to determine an individual's competence.

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Please refer to [Companion Volume Implementation Guide Part 2: Component details](#) **Appendix 2** for mapping between previous and current qualifications, skill sets and units of competency.

### Registered Training Organisation (RTO) use

An RTO may use the mapping information to help design training and assessment strategies, including recognition of prior learning (RPL) systems. In addition to the mapping information, RPL processes must take into account other evidence of current competency, for example, how long ago an individual was awarded a superseded unit of competency and current work experience.

### Employer use

An employer might use the mapping information to determine whether there are gaps between a qualification held by workers and the current expectations of a job role. Once gaps are identified, this could assist in planning professional development activities.

## How equivalence is determined

### Units of Competency

The training package developer determines equivalence based on the definition provided in the *Training Package Products Policy*<sup>5</sup> which state that:

“Training package developers are responsible for mapping units and determining their equivalence status.

- Where a unit of competency is superseded and the workplace outcome of the unit has changed, the superseding unit must be deemed ‘Not Equivalent’.
- The workplace outcome can be determined to have changed when the skills and knowledge (reflected through the elements, performance criteria and assessment requirements) required to achieve the workplace outcome of the superseded and superseding units cannot be mapped to each other.
- Determinations of ‘Not Equivalent’ may also be used to support licensing, regulatory, legislative or certification requirements. The equivalence table must list the units of competency and clearly identify the status of each unit according to the following categories:
  - **Equivalent** - the workplace outcomes of the superseded and superseding units are equivalent
  - **Not Equivalent** - the workplace outcomes of the superseded and superseding units are not equivalent (refer Section 2.5)
  - **Newly created** - the unit has been created to address an emerging skill or task required by industry
  - **Deleted** - the unit is deleted as the skill or task is no longer required by industry”

If two units are determined to be equivalent, an RTO can recognise an ‘old’ unit as satisfying the outcomes of a new unit (including RPL). However, an RTO cannot assume that no changes are needed for the training and assessment of the new unit.

If a unit of competency is not equivalent to its predecessor, this means that there are significant changes in the new unit. These changes would need to be addressed, for example, through training, providing additional RPL evidence.

### Qualifications

‘Training package developers are responsible for mapping qualifications and determining their equivalence status.

- Where a qualification is superseded and the occupational outcome and/or the AQF level of the qualification has changed, the superseding qualification must be deemed ‘Not Equivalent’.
- The occupational outcome can be determined to have changed when the skills and knowledge required to achieve the occupational outcome of the superseded and superseding qualifications cannot be mapped to each other.
- Determinations of ‘Not Equivalent’ may also be used to support licensing, regulatory, legislative or certification requirements.
- The equivalence table must list the qualifications and clearly identify the equivalence status of each qualification according to the following categories:

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<sup>5</sup> The policy is available from the Department of Education, Skills and Employment website at <<https://docs.employment.gov.au/system/files/doc/other/tppp.pdf>>

- **Equivalent** - the occupational outcomes of the superseded and superseding qualifications are equivalent
- **Not Equivalent** - the occupational outcomes of the superseded and superseding qualifications are not equivalent
- **Newly Created** - the qualification has been created to address an original skill or occupational outcome required by industry
- **Deleted** - the qualification is deleted as the skill or occupational outcome is no longer required by industry.'

### **Superseded and deleted training package products**

A product is **superseded** when another training product replaces it. This happens if the skill needs of industry change so training package developers need to alter a qualification, unit of competency or skill set.

A product is **deleted** when another training product does not replace it. This happens if industry determines that there is no longer sufficient demand for a qualification, unit of competency or skill set.

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The rules around the use of superseded and deleted products for training purposes are in Clause 1.26 of the *Standards for Registered Training Organisation (RTOs) 2015*.

ASQA has a useful guide that explains how to manage the transition from superseded and deleted training products. This can be accessed from: <  
<https://www.asqa.gov.au/standards/chapter-4/clauses-1.26-1.27>>

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## Coding conventions

There are agreed conventions for the national codes used for training packages and their components.

### Training package codes

Each training package has a unique three-letter national code assigned when the Training Package is endorsed, for example, ACM is the code used for the *Animal Care and Management Training Package*.

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The practice of assigning two numbers to identify the year of endorsement is no longer used as it is not consistent with national policy.

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### Qualification codes

Within the training package, each qualification has a unique eight-character code that is used to identify the qualification, along with its title. The table explains the format of a qualification code for the *ACM Animal Care and Management Training Package*.

Identifiers	Description	Example for ACM30121
Training package identifier	Three letters	= ACM
AQF level identifier	One number identifying the Australian Qualifications Framework level	= 3
Sequence identifier	Two numbers identifying the sequence of the qualification at that level in the Training Package	= 01
Version identifier	Two numbers identifying the year in which the qualification was endorsed.	= 21

### Unit of competency codes

Within the training package, each unit of competency has a unique code (up to 12 characters). The code, as well as the title, is used to identify the unit of competency. The table explains the format of a unit of competency code for the *ACM Animal Care and Management Training Package*.

Identifiers	Description	Example for ACMBEH301
Training package identifier	Three letters	= ACM
Sector identifier	Two to four letters	= BEH (Behaviour and Training)
AQF level indicator	One number that is a guide as to the type and depth of skills and knowledge described in the unit. This identifier is loosely tied to the Australian Qualifications Framework and can range from 1 (indicates Certificate 1) to 8 to	= 3

	(indicates Graduate Certificate/Graduate Diploma)	
<b>Sequence identifier</b>	The final numbers identify the sequence of the unit in the particular unit sector and AQF level, and allows each unit to have a unique code	= 01
<b>Cross sector unit</b>	Cross-sector units must have 'X' as the final character	= X

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Under the *Standards for Training Packages*, units of competency no longer include a version identifier (e.g. A, B, C). In training.gov.au the release history of each unit is shown in both the web view of the unit and in the unit modification history and mapping tables.

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## Key work and training requirements in the industry

The animal care and management industry can be described as having five sectors: veterinary services, animal breeding services, pet and companion animal services, exhibited animal and wildlife operations, and animal behaviour and training.

Individuals may be employed in:

- animal regulation and management
- veterinary practices
- animal breeding and genetics businesses
- specialist businesses providing pet and companion animal services, including pet grooming, boarding and minding, training and behaviour therapy, animal- assisted services, pet products, pet insurance, pet walking/exercise and transport services
- exhibited animals and wildlife operations, including zoos, wildlife parks, circuses and aquariums
- research laboratories that use laboratory animals
- small, medium or large equine organisations, including stud farms.

There are several roles specific to the industry, including:

- animal carers
- kennel workers
- groomers
- dog walkers/pet sitters
- animal behaviourists
- animal trainers
- animal assisted services practitioners
- veterinary nurses and veterinarians
- animal regulation and management officers
- horse riders and exercisers
- stud hands
- grooms or strappers
- farriers and equine barefoot care
- animal technician
- technical officer
- field technician
- animal house supervisory.

## Exhibited Animal Care and Marine Wildlife

Zookeepers, animal carers and marine wildlife responders play a vital role in supporting the health, welfare and sustainability of some of our most vulnerable animals and marine wildlife. Workers may be paid employees or volunteers in these work settings and it is important they are supported by national skills standards, so that consistent high-level care can continue to be provided to these animals.

People working in zoos, sanctuaries and wildlife parks need skills and knowledge in animal welfare, enrichment, nutrition, habitat design and behavioural conditioning to support the mental and physical

health of animals. Their job role also involves supporting scientific research and conservation through breeding programs and providing information and education programs to the public about environmental and animal conservation actions. Specialist skills are needed as job tasks vary depending on the size and type of the animal and how it interacts with its physical and social environment. As such, zookeepers and animal carers need to understand and be skilled at providing enrichment to ensure the animal's optimal psychological and physiological wellbeing. Behavioural conditioning is also important so that animals can be handled safely with minimal stress during regular health assessments and veterinary checks which also minimises risk to those workers handling the animals.

Just as specialist skills are needed for different kinds of exhibited animals, a level of expertise is required for the participation and management of marine wildlife events and emergency situations. Industry has advised that specific skill standards are needed to support marine wildlife incidents, such as entanglements, strandings and pollution events, to support the safety and welfare of the workers, volunteers and animals. The skills standards need to consider animal welfare regulations, legislation and workplace standards.

Job roles specific to the wildlife and exhibited animal sector may include the following:

#### Wildlife and exhibited animals

Job roles specific to the wildlife and exhibited animal sector may include:

- Zookeeper/Animal carer
- Native wildlife carer
- Wildlife rehabilitator
- Animal technical officer
- Aquarist.

#### Marine wildlife response

Job roles specific to marine wildlife response may include:

- Rangers/wildlife officers
- Marine wildlife carers
- Marine wildlife rehabilitators
- Emergency service officers.

## Companion Animal Care

Several sectors of the *ACM Animal Care and Management Training Package* cover the care and management of companion animals. The qualifications and units of competency related to regulation and management, behaviour and training, general animal care, and pet grooming were updated with the release of ACM Version 4.0.

### Animal regulation and management

Animal regulation and management is a function typically provided by local and State/Territory governments to protect the safety and amenity of communities by administering domestic animal legislation, and by community education and engagement. Individuals in this sector, generally referred to as animal management officers (AMOs) or rangers may undertake specialised roles, including:

- investigations
- animal holding facility/shelter
- animal management education
- rural and remote community work.

Animal regulation plays a key role in promoting animal welfare in our communities and may include the provision of services to rehabilitate and rehome lost or abandoned pets. Animal regulators may have their own animal holding facilities or collaborate with animal shelter and welfare organisations to provide these facilities in some situations.

### **Animal behaviour and training**

Animal training and behaviour practitioners work with a specific species or across a range of species and workplaces where they are required to work closely with animal carers or owners (clients). While many workers focus on the training and behaviour modification of domestic dogs, there are some that specialise in the animal-assisted services sector; work in animal rehoming/adoption, rehabilitation roles, exhibited animal facilities or specialise in conditioning or training different species.

Job roles covered may include:

- animal trainer and/or animal training practitioner
- dog trainer
- horse educator
- zookeeper/wildlife carer (range of exotic and native wildlife)
- animal -assisted services
- animal handler (range of species)

### **General Animal Care**

The care and management of companion animals is a very broad sector. It covers a broad range of workplaces, including:

- animal holding facilities
- boarding/day care
- animal shelter/welfare facility
- commercial breeding
- animal minding and exercising
- veterinary practice
- animal retail facility.

The roles in these workplaces vary and may include:

- animal carer/attendant
- animal husbandry
- reception and customer service
- technical specialist
- supervisor/manager.

### **Pet grooming**

Workers in this sector are traditionally self-employed sole traders, but high demand means veterinary clinics, boarding kennels and large pet shop chains may also starting to offer pet grooming services.

The job roles covered may include:

- bather/washer
- groomer
- specialist groomers, including advanced dog breed grooming and cat grooming.

## Implementation information

### Industry sectors

The *ACM Animal Care and Management Training Package* includes the following industry sectors:

Code	Industry sector
AAS	Animal-assisted services
AIM	Animal incident management
ARM	Animal regulation and management
ATE	Animal technology
BEH	Behaviour and training
EQD	Equine dentistry
EQU	Equine
EXH	Exhibited animals
FAR	Farriery
GAS	General animal studies
GEN	General animal care
GRM	Grooming
HBR	Horse breeding
INF	Infection control
MIC	Microchipping
PHR	Performance horse
SPE	Species specific
SUS	Environmental sustainability
VET	Veterinary nursing
WHS	Work health and safety

## Occupational outcomes of qualifications

The units of competency, skill sets and qualifications in the *ACM Animal Care and Management Training Package* cover a diverse range of work activities within the industry.

The following table lists the qualifications and provides an overview of occupational outcomes for each qualification.

Qualification	Overview of occupational outcomes
<p><b>Diploma (level 5)</b></p> <ul style="list-style-type: none"> <li>▪ ACM50119 Diploma of Animal Technology</li> <li>▪ ACM50219 Diploma of Veterinary Nursing</li> <li>▪ ACM50417 Diploma of Performance Horse Management</li> </ul>	<p>The Diploma qualification reflects the role of individuals who apply integrated technical and theoretical concepts in a broad range of contexts and undertake skilled or paraprofessional work. The Diploma is suitable for supervisors, managers and specialist job roles. The Diploma serves also as a pathway for further learning.</p>
<p><b>Certificate IV</b></p> <ul style="list-style-type: none"> <li>▪ ACM40121 Certificate IV in Animal Regulation and Management</li> <li>▪ ACM40221 Certificate IV in Animal Facility Management</li> <li>▪ ACM40321 Certificate IV in Animal Behaviour and Training</li> <li>▪ ACM40418 Certificate IV in Veterinary Nursing</li> <li>▪ ACM40517 Certificate IV in Equine Dentistry</li> <li>▪ ACM40818 Certificate IV in Farriery</li> </ul>	<p>The Certificate IV qualification reflects the role of individuals to undertake work in varied contexts using a broad range of specialised knowledge and skills. Certificate IV is suitable for senior workers and technicians who supervise or lead teams. Certificate IV also serves as a pathway for further learning.</p>
<p><b>Certificate III</b></p> <ul style="list-style-type: none"> <li>▪ ACM30219 Certificate III in Animal Technology</li> <li>▪ ACM30121 Certificate III in Animal Care Services</li> <li>▪ ACM30817 Certificate III in Performance Horse</li> <li>▪ ACM30918 Certificate III in Equine Hoof Care</li> <li>▪ ACM30321 Certificate III in Wildlife and Exhibited Animal Care</li> </ul>	<p>The Certificate III qualification reflects the role of individuals required to apply a broad range of knowledge and skills in varied contexts and undertake skilled work. Certificate III is suitable for experienced operators, technicians and trades workers. Certificate III serves also as a pathway for further learning.</p>
<p><b>Certificate II</b></p> <ul style="list-style-type: none"> <li>▪ ACM20121 Certificate II in Animal Care</li> <li>▪ ACM20217 Certificate II in Horse Care</li> </ul>	<p>The Certificate II qualification reflects the role of individuals who undertake mainly routine work. Generally, Certificate II is used as an induction into the industry and is aligned to operator, production and assistant roles. Certificate II serves also to offer a pathway for further learning.</p>
<p><b>Certificate I</b></p> <ul style="list-style-type: none"> <li>▪ ACM10121 Certificate I in Animal Care Industry Pathways</li> </ul>	<p>The purpose of Certificate I qualifications is to provide individuals with basic functional knowledge and skills to undertake work, further learning, and community involvement in the industry. Certificate I may be used as an induction into to the industry.</p>

## Occupational outcomes for industry sectors

The following tables provide a summary of typical occupational outcomes for each AQF qualification in each industry sector.

### Animal Control and Regulation

Qualification	Typical occupational outcomes
ACM40121 Certificate IV in Animal Regulation and Management	<ul style="list-style-type: none"> <li>▪ animal management officer, that may specialise in:               <ul style="list-style-type: none"> <li>▪ investigations</li> <li>▪ animal holding facility/shelter</li> <li>▪ animal management education</li> <li>▪ rural and remote community work</li> </ul> </li> </ul>

### Animal Technology

Qualification	Typical occupational outcomes
ACM30219 Certificate III in Animal Technology	<ul style="list-style-type: none"> <li>▪ animal technician</li> <li>▪ technical officer</li> <li>▪ field technician</li> </ul>
ACM50119 Diploma of Animal Technology	<ul style="list-style-type: none"> <li>▪ facility manager</li> <li>▪ animal technician (senior)</li> <li>▪ animal house supervisor</li> </ul>

### Companion Animal Services

Qualification	Typical occupational outcomes
ACM10121 Certificate I in Animal Care Industry Pathways	<ul style="list-style-type: none"> <li>▪ animal care volunteer working under close supervision</li> <li>▪ animal carer working under close supervision</li> </ul>
ACM20121 Certificate II in Animal Care	<ul style="list-style-type: none"> <li>▪ animal attendant/carers</li> <li>▪ animal bather/washer</li> <li>▪ pet shop/care customer service</li> </ul>
ACM30121 Certificate III in Animal Care Services	<ul style="list-style-type: none"> <li>▪ animal carer</li> <li>▪ animal welfare worker</li> <li>▪ animal shelter/kennel/cattery worker</li> <li>▪ animal care reception/customer service</li> <li>▪ pet groomer</li> <li>▪ pet exerciser/minder</li> <li>▪ pet shop worker</li> <li>▪ rural and remote community animal health worker</li> </ul>
ACM40221 Certificate IV in Animal Facility Management	<ul style="list-style-type: none"> <li>▪ animal facility coordinator/supervisor</li> <li>▪ animal breeder</li> <li>▪ animal care technical specialist</li> <li>▪ animal shelter supervisor/manager</li> <li>▪ exhibited animal specialist</li> <li>▪ boarding kennel or cattery manager</li> </ul>
ACM40321 Certificate IV in Animal Behaviour and Training	<ul style="list-style-type: none"> <li>▪ animal trainer and/or animal behaviour practitioner               <ul style="list-style-type: none"> <li>▪ dog trainer</li> <li>▪ horse educator</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ zookeeper/wildlife carer (range of exotic and native wildlife)</li> <li>▪ animal-assisted services</li> <li>▪ animal handler (range of species)</li> </ul>
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## Equine

Qualification	Typical occupational outcomes
ACM20217 Certificate II in Horse Care	<ul style="list-style-type: none"> <li>▪ stable hand</li> <li>▪ stud hand</li> <li>▪ groomer</li> <li>▪ strapper</li> <li>▪ farm hand</li> <li>▪ stock rider</li> <li>▪ trail ride assistant</li> </ul>
ACM30817 Certificate III in Performance Horse	<ul style="list-style-type: none"> <li>▪ stable hand</li> <li>▪ stud hand</li> <li>▪ groom or strapper</li> <li>▪ farm hand</li> <li>▪ stock rider</li> <li>▪ trail-ride assistant</li> </ul>
ACM50417 Diploma of Performance Horse Management	<ul style="list-style-type: none"> <li>▪ performance horse enterprise manager</li> <li>▪ equine management team member</li> </ul>

## Equine Dentistry

Qualification	Typical occupational outcomes
ACM40517 Certificate IV in Equine Dentistry	<ul style="list-style-type: none"> <li>▪ Qualified Equine Dental Service Provider</li> </ul>

## Farriery

Qualification	Typical occupational outcomes
ACM40818 Certificate IV in Farriery	<ul style="list-style-type: none"><li>▪ Farrier</li></ul>
ACM30918 Certificate III in Equine Hoof Care	<ul style="list-style-type: none"><li>▪ Hoof trimmer</li></ul>

## Veterinary Nursing

Qualification	Typical occupational outcomes
ACM40418 Certificate IV in Veterinary Nursing	<ul style="list-style-type: none"><li>▪ Veterinary nurse</li></ul>
ACM50219 Diploma of Veterinary Nursing	<ul style="list-style-type: none"><li>▪ Specialist surgical veterinary nurse</li><li>▪ Specialist and advanced veterinary dental nurse</li><li>▪ Specialist emergency and critical care veterinary nurse</li><li>▪ Veterinary Practice Manager</li></ul>

## Wildlife and exhibited animals

Qualification	Typical occupational outcomes
ACM30321 Certificate III in Wildlife and Exhibited Animal Care	<ul style="list-style-type: none"><li>▪ Zookeeper/Animal carer</li><li>▪ Native wildlife carer</li><li>▪ Wildlife rehabilitator</li><li>▪ Animal technical officer</li><li>▪ Aquarist.</li></ul>



## Key features of the training package and the industry that will impact on the selection of training pathways

A *pathway* is the route or course of action taken to get to a destination. A *training pathway* describes learning activities or experiences used to attain the competencies needed to achieve career goals.

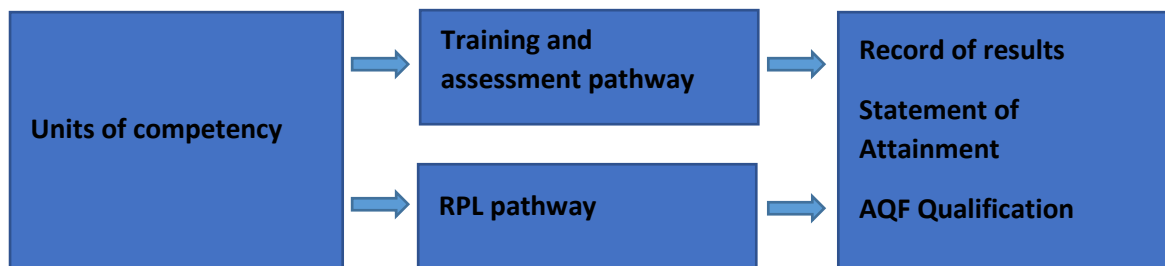
### AQF Qualifications Pathways Policy Requirements

The AQF Qualifications Pathways Policy,<sup>6</sup> as part of the Australian Qualifications Framework, supports students' lifelong learning by aiming to:

- recognise the multiple pathways that students take to gain AQF qualifications and that learning can be formal and informal
- enhance student progression into and between AQF qualifications, both horizontally (across AQF qualifications at the same level) and vertically (between qualifications at different levels).
- support the development of clear pathways in the design of qualifications.

### Multiple pathways to gain qualifications

In line with requirements of the *AQF Pathways Policy*, the *ACM Animal Care and Management Training Package* allows for individuals to follow a training and assessment pathway, or recognition of prior learning (RPL) pathway (or combinations of each pathway) to complete the units of competency needed to be awarded a qualification. These pathways are shown in the following diagram.



### Training and assessment pathway

Training and assessment pathways usually incorporate a mix of formal, structured training and workplace experience to build skills and knowledge together with formative and summative assessment activities through which individuals can demonstrate their skills and knowledge. Structured training and assessment courses may be conducted:

- face-to-face
- by distance or e-learning
- in the workplace.
- by combining face-to-face, distance, e-learning and/or workplace delivery.

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<sup>6</sup> The AQF Qualifications Pathways Policy is available to download from the Australian Qualifications Framework website: <<https://www.aqf.edu.au/aqf-policies>>

## **RPL pathway**

RPL acknowledges that individuals may already have the skills and knowledge required for all or part of a qualification. Individuals can gain credit towards a qualification by providing evidence of their current competency, which may have been gained through formal or informal learning, work experience or general life experience.

## **Australian apprenticeships/traineeships**

Apprenticeships and traineeships are legally binding training arrangements, between an employer and employee, which combine training with paid employment. Australian Apprenticeships are delivered through a cooperative arrangement between the Australian Government, state and territory governments, industry employers and RTOs. Each State or Territory Training Authority (STA/TTA) is responsible for apprenticeships and traineeships in its jurisdiction.<sup>7</sup>

Industry stakeholders consider that the following qualifications may be suitable for delivery as apprenticeships/traineeships. Training package users are advised to contact the relevant STA/TTA for further advice.

- ACM20121 Certificate II in Animal Care
- ACM20217 Certificate II in Horse Care
- ACM30219 Certificate III in Animal Technology
- ACM30121 Certificate III in Animal Care Services
- ACM30321 Certificate III in Wildlife and Exhibited Animal Care
- ACM30918 Certificate III in Equine Hoof Care
- ACM40117 Certificate IV in Animal Control and Regulation
- ACM40221 Certificate IV in Animal Facility Management
- ACM40321 Certificate IV in Animal Behaviour and Training
- ACM40517 Certificate IV in Equine Dentistry
- ACM40418 Certificate IV in Veterinary Nursing
- ACM40818 Certificate IV in Farriery
- ACM50119 Diploma of Animal Technology.

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<sup>7</sup> The Australian Apprenticeships website has information about traineeships and apprenticeships. Visit <[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)> for more information. STA contact details are provided in the Links section of this Implementation Guide.

## **VET for secondary students**

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school. Successful completion of a VET program provides a student with a nationally recognised AQF qualification (or particular units of competency), usually as part of a senior secondary certificate. VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

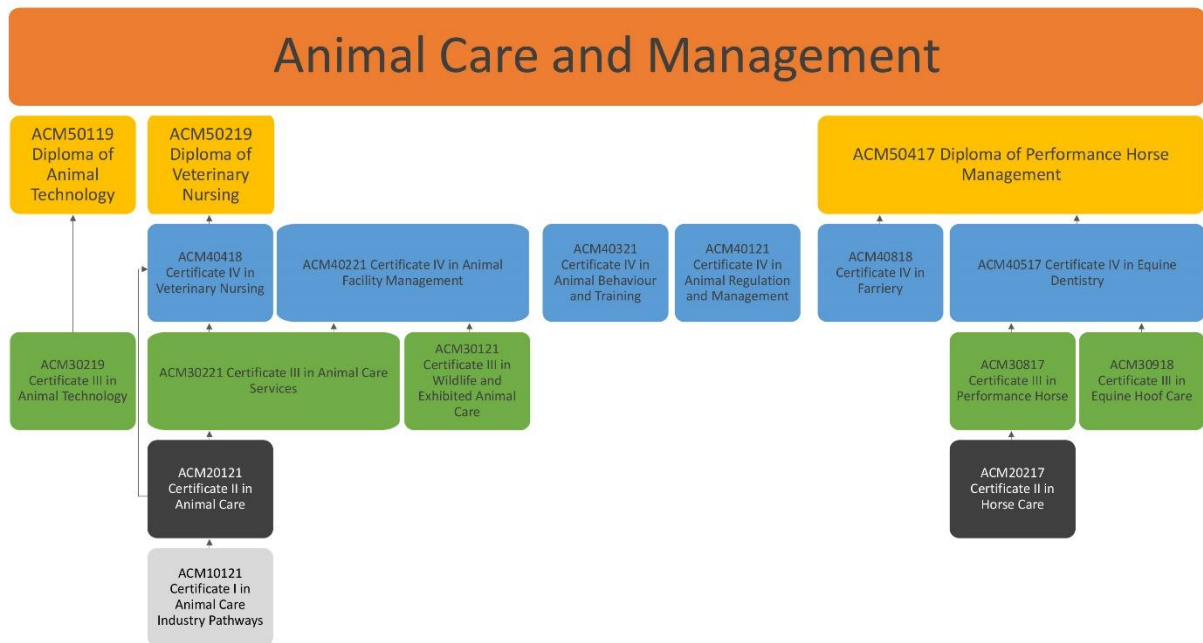
- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work in partnership with RTOs.

The qualifications listed below may be suitable for delivery to secondary students. Training package users are advised to contact the relevant STA/TTA for further advice.

- ACM10121 Certificate I in Animal Care Industry Pathways
- ACM20121 Certificate II in Animal Care
- ACM20217 Certificate II in Horse Care.

## Progression between qualifications

Qualifications have been designed to allow learners to move upwards and across AQF levels and industry sectors. The following diagram shows the various options for movement into and between current qualifications and skill sets in the *ACM Animal Care and Management Training Package*.



## Entry requirements for qualifications

### Entry requirements for qualifications

Any specific entry requirement for qualifications in the *ACM Animal Care and Management Training Package* are included in each qualification. These entry requirements ensure an individual has the skills and knowledge required to undertake the qualification. The following qualifications in the *ACM Animal Care and Management Training Package* have entry requirements:

- ACM40221 Certificate IV in Animal Facility Management
- ACM40418 Certificate IV in Veterinary Nursing
- ACM50219 Diploma of Veterinary Nursing.

### ACM40221 Certificate IV in Animal Facility Management

This Certificate IV has been designed for highly skilled animal care workers that want to develop the skills and knowledge required for team leaders, supervisors, and specialist technical roles within an animal care facility, including companion animal and exhibited and wildlife environments. As such, it requires 13 units to complete and includes the following entry requirements:

“Prior to commencing this qualification, individuals must have the skills and knowledge to:

- work independently and within a team in an animal care workplace
- provide husbandry care for a variety of species or breeds in an animal care workplace
- apply and communicate solutions to predictable and at times unpredictable problems relating to animals, clients and job role in an animal care workplace
- make judgements on the selection of equipment, techniques and contingency measures relating to safe work practices and animal welfare principles.

These skills and knowledge may have been acquired through completion of a Certificate III or higher qualification relating to animal care, or through industry experience in an animal care workplace.”

Individuals who do not meet the entry requirements would unlikely be able to succeed in the qualification or have sufficient practical animal care experience and expertise to be employed in the roles the qualification targets as team leaders, supervisors, and specialist technical roles within an animal care facility. It is also noted that a person can gain entry with or without a qualification, if they can demonstrate the competencies described in the entry requirements.

### Certificate IV in Veterinary Nursing entry requirement details

Entry requirements have been added to the *Certificate IV in Veterinary Nursing* on advice from industry, which includes the full backing of the *Veterinary Nursing Council of Australia (VNCA)* and the *Australian Veterinary Association (AVA)*. These associations have indicated learners need to have the appropriate skills and knowledge prior to the commencement of training to have a greater chance of becoming a *Certificate IV in Veterinary Nursing* qualified veterinary nurse. By undertaking the *Certificate II in Animal Studies*, the qualification ensures an individual has the necessary base level skills and knowledge of working in an animal care industry, understands animal nutrition and hygiene routines, animal identification, handling and behaviour along with animal health and husbandry routines.

Other entry requirements have been included to ensure access to this qualification is flexible across all age ranges by individuals being able to demonstrate they have the appropriate qualifications and/or experience to meet the entry requirements into the *Certificate IV in Veterinary Nursing*. Details regarding these entry requirements are as follows:

‘Relevant Certificate III or higher-level qualification in an animal science discipline’, refers to any Certificate III or higher level qualification. It is anticipated that the most appropriate vocational education and training qualifications will be within the *ACM Animal Care and Management Training Package*.

However, RTOs should carefully consider the suitability of qualifications from other Training Packages such as the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* and the *RGR Racing and Breeding Training Package* where learners may have relevant experience

working with livestock and/or equines. RTOs should also carefully consider the suitability of and those individuals who hold a higher educational qualification in an animal science discipline, allowing mobility from HE to VET.

Equivalent skills and knowledge relevant for entry covers:

- work health and safety risks in an animal care facility
- animal identification, handling and behaviour
- animal nutrition
- animal hygiene routines
- animal husbandry and health routines.

RTOs are required to determine the suitability and appropriateness of the entry qualification, and/or experience, to ensure that applicants who wish to commence the qualification have the required skills and knowledge in animal science to successfully complete the qualification at a Certificate IV level.

RTOs need to undertake a preliminary assessment of the individual to demonstrate equivalent knowledge and skill to the qualifications listed in the entry requirements.

RTOs must follow a documented process to ascertain if potential learners have the knowledge and skills in the appropriate field to be allowed entry. This may include, but not limited to, using methods such as interviewing the candidate, assessing skills and knowledge, gathering workplace evidence.

The Australian Qualifications Framework (AQF), p36, describes Certificate IV graduates as individuals who have a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning. They apply knowledge and skills:

- to apply broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning
- to complete a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine and non-routine activities, and
- to provide and transmit solutions to a variety of predictable and sometimes unpredictable problems.

### **Diploma of Veterinary Nursing entry requirement details**

Entry requirements have been added to the *Diploma of Veterinary Nursing* on advice from industry, which includes the full backing of the *Veterinary Nursing Council of Australia (VNCA)* and the *Australian Veterinary Association (AVA)*. These associations have indicated learners need to have the appropriate skills and knowledge prior to the commencement of training to have a greater chance of becoming a *Diploma of Veterinary Nursing* qualified veterinary nurse.

Entry into this qualification is open to individuals who:

- hold a Certificate IV in Veterinary Nursing or other equivalent veterinary nursing qualification  
AND
- have extensive experience working at Certificate IV level or above in a veterinary practice, and has demonstrated the ability to:
  - work autonomously and within an interprofessional team
  - independently provide nursing care for a broad range of medical and surgical conditions for a variety of species
  - communicate effectively with a variety of people within the organisation
  - supervise and direct other staff within the workplace
  - problem solve and support others within the working environment
  - independently support clients to maintain animal health

- develop and review organisational administration processes
- maintain currency of industry skills and knowledge.

It is the RTO's responsibility to ensure these entry requirements are in place before the candidate is enrolled. Acceptable forms of evidence for these requirements would include:

- transcript of qualification
- job descriptions
- performance reviews
- letters from employer
- references
- policies and procedures written by the candidate
- testimonials
- evidence of leadership
- evidence of professional development activity.

The process of producing evidence for this requirement should not be onerous. The final judgement about who makes a suitable and appropriate candidate for this qualification is up to appropriately qualified RTO staff member/s and should be based on the accepted Principles of Assessment and the Rules of Evidence.

### Selecting electives to enable different occupational outcomes

Qualifications include elective units that should be selected according to the needs of the learner. The choice of elective units may be negotiated between the learner and/or employer, and the RTO conducting the training program.

Some qualifications allow electives to be selected from within the training package, and also from other training packages and accredited courses. Wherever they are selected from, elective units should provide a vocational focus for the qualification and be relevant to the:

- AQF qualification level
- job role
- work outcomes
- local industry needs
- area of specialisation (if required).

### Choosing electives for specialisations

<b>ACM Animal Care and Management Training Package V4.0 qualifications with specialisations</b>		
<b>Qualification</b>	<b>Specialisation</b>	<b>Mandatory elective choices</b>
ACM30121 Certificate III in Animal Care Services	Animal Care	<ul style="list-style-type: none"> <li>▪ at least 4 units from the electives in Group A</li> <li>▪ up to 6 units from the electives listed in Groups A to D (not already selected)</li> <li>▪ up to 1 unit in any currently endorsed Training Package or accredited course</li> </ul>

**ACM Animal Care and Management Training Package V4.0 qualifications with specialisations**

Qualification	Specialisation	Mandatory elective choices
	Pet grooming	<ul style="list-style-type: none"> <li>▪ all 6 units from the electives in Group B</li> <li>▪ up to 4 units from the electives listed in Groups A to D (not already selected)</li> <li>▪ up to 1 unit in any currently endorsed Training Package or accredited course</li> </ul>
	Customer service	<ul style="list-style-type: none"> <li>▪ the following units from Group C:               <ul style="list-style-type: none"> <li>○ ACMGEN205 Source and provide information for animal care needs</li> <li>○ ACMGEN305 Provide advice on companion animal selection and general care</li> <li>○ BSBCUS301 Deliver and monitor a service to customers</li> </ul> </li> <li>▪ at least 1 more unit from the electives in Group C</li> <li>▪ up to 6 units from the electives listed in Groups A to D (not already selected)</li> <li>▪ up to 1 unit in any currently endorsed Training Package or accredited course</li> </ul>
ACM40221 Certificate IV in Animal Facility Management	Companion animals	<ul style="list-style-type: none"> <li>▪ at least 4 units from the electives in Group A</li> <li>▪ up to 3 units from the electives listed in Groups A to C (not already selected) or any currently endorsed Training Package or accredited course</li> </ul>
	Wildlife and exhibited animals	<ul style="list-style-type: none"> <li>▪ at least 4 units from the electives in Group B</li> <li>▪ up to 3 units from the electives listed in Groups A to C (not already selected) or currently endorsed Training Package or accredited course</li> </ul>



## Training package delivery and assessment

RTOs must ensure that both training and assessment complies with the relevant standards<sup>8</sup>. In general terms, training and assessment must be conducted by individuals who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

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Assessors of some units of competency may have to meet requirements in addition to those of the *Standards for Registered Training Organisations (RTOs) 2015/AQTF* requirements for assessors.

Check the *Assessment Conditions* section (provided in the assessment requirements that accompany each unit of competency) for specific assessor requirements.

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Some specific considerations in relation to the *ACM Animal Care and Management Training Package* are included below.

### Amount of training and volume of learning

RTOs must create a training and assessment strategy for delivery of AQF qualifications that reflects the complexity required of that qualification. An essential consideration in the training and assessment strategy is to ensure the amount of training provided is sufficient so that the learner can:

- meet the requirements of each qualification
- gain the skills and knowledge specified in the units of competency.

The amount of training involves all the formal learning activities provided to a learner, for example, classes, tutorials, field-work, lectures, online or self-paced study, as well as workplace learning. Training should take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

AQF qualifications differ in terms of their complexity. The complexity of a qualification is defined by:

- the breadth and depth of the knowledge
- skills required
- application of knowledge and skills, and
- the AQF volume of learning.

The AQF volume of learning describes how long a learner, without any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification

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<sup>8</sup> RTOs regulated by Australian Skills Quality Authority (ASQA) must comply with the Standards for Registered Training Organisations (RTOs) 2015. RTOs regulated by the Western Australian Training Accreditation Council (WA TAC) or the Victorian Registration and Qualifications Authority (VRQA) must check with their regulator for current requirements.

level. The volume of learning includes all teaching, learning and assessment activities that are undertaken by the typical student to achieve the learning outcomes of the particular qualification.<sup>9</sup>

### **Access and equity considerations**

An RTO's training and assessment practices should minimise any barriers to training and assessment by considering the individual needs of learners. Some needs that could affect an individual's participation in training and assessment include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

While the design and content of this training package supports equitable access and progression for all learners, it is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individuals
- determine the needs of individuals and provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes for learners located at a distance from a campus location
- checking that materials are culturally appropriate for learners and amending, as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

### **Reasonable adjustment for learners with disabilities**

A legislative framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, RTOs must take steps to provide enrolled learners with recognised disabilities access to same training as learners without disabilities.

In some cases, 'reasonable adjustments' are made to the training environment, training delivery, learning resources and/or assessment tasks to meet the needs of a learner with a disability. An adjustment is 'reasonable' if it can accommodate the learner's particular needs, while also taking into account factors such as:

- the views of the learner
- the potential effects of the adjustment on the learner and others
- the costs and benefits of making the adjustment to the RTO.

Adjustments must:

- be discussed and agreed to by the learner with a disability

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<sup>9</sup> Information sourced from Australian Government, ASQA, *Fact Sheet: Determining the amount of training*, <[https://www.asqa.gov.au/sites/g/files/net2166/f/FACT\\_SHEET\\_Amount\\_of\\_training.pdf](https://www.asqa.gov.au/sites/g/files/net2166/f/FACT_SHEET_Amount_of_training.pdf)> viewed June 2017:

- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.<sup>10</sup>

### Foundation skills in units of competency

Foundation skills are the 'non-technical skills' that individuals need so they can participate effectively in workplaces, in education and training, and in their communities.

Under the *Standards for Training Packages 2012*, training package developers must include foundation skills in units of competency, however, the method and format for doing this has not been prescribed.

In the *ACM Animal Care and Management Training Package* (and all training packages developed by Skills Impact) the foundation skills are shown in a table format as shown in the following example.

<b>Foundation Skills</b>	
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.	
<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>▪ Interpret information in small animal health programs</li> </ul>
Writing	<ul style="list-style-type: none"> <li>▪ Maintain accurate records of small animal health and treatment</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>▪ Use clear language in conversations with a range of personnel to convey and elicit information about health maintenance</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>▪ Measure and interpret temperature, respiration rate, hydration, and heart rate</li> </ul>

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<sup>10</sup> The *Disability Standards for Education, 2005* and accompanying guidance notes can be downloaded at <http://education.gov.au/disability-standards-education>.

## Frameworks used

The foundation skills are derived from two national frameworks:

- The *Australian Core Skills Framework* (ACSF) is used to identify learning, language, literacy and numeracy (LLN) skills.
- The *Core Skills for Work Developmental Framework* (CSfW) is used to identify employability/employment skills.

The skills included in these two frameworks are summarised in the table below.

ACSF	CSfW	
Skills	Skills clusters	Skills or focus area
<ul style="list-style-type: none"> <li>▪ Learning</li> <li>▪ Reading</li> <li>▪ Writing</li> <li>▪ Oral Communication</li> <li>▪ Numeracy</li> </ul>	Navigate the world of work	<ul style="list-style-type: none"> <li>▪ Managing one's own career and work life</li> <li>▪ Understanding one's own work role, and the associated rights and obligations</li> </ul>
	Interact with others	<ul style="list-style-type: none"> <li>▪ Communicating in the workplace</li> <li>▪ Connecting and working with others</li> <li>▪ Recognising, respecting and using diverse perspectives</li> </ul>
	Get the work done	<ul style="list-style-type: none"> <li>▪ Planning and organising workplace tasks</li> <li>▪ Making decisions</li> <li>▪ Identifying and solving problems</li> <li>▪ Being creative and innovate</li> <li>▪ Working with digital systems/technologies</li> </ul>

The five skills from the ACSF are identified separately with descriptions explaining how the skill underpins the performance criteria. The three skill clusters from the CSfW are identified with descriptions explaining how the respective skill or focus area(s) underpin the performance criteria.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- describes the application of each skill in the context of the performance criteria.

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Only those foundation skills that **ARE NOT** explicit in the performance criteria appear in the foundation skills mapping table.

The foundation skills are an integrated part of the unit for training and assessment purposes. Therefore it is important that users look closely at both the foundation skills and the performance criteria, to make sure that **all** foundation skills are considered during delivery and assessment.

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## **Information for assessment of *ACMMIC401 Implant microchip in cats and dogs***

When assessing this unit, industry expectations are that the RTO will:

- ensure documented evidence is provided by the individual and includes verification by the supervising veterinarian. Each individual records all of the required details of the microchip implantations specified in the performance evidence and includes a section for the veterinarian to sign a declaration that they have witnessed and supervised the microchip implantation.
- check and verify details of the microchipping implantations recorded as being accurate
- directly contact at least one of the veterinarians who oversaw a microchip implantation to verify information and discuss the supervised microchip implantation/s.

## Key legislative implications for implementation

Regulatory or licensing requirements are identified in the *Application* field of units of competency and the *Qualification description* field in qualifications. If there are no particular requirements, then the statement 'No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication' will appear.

### Animal Regulation and Management

Some animal control functions are covered by state, territory and local government legislation. This is done via state or territory animal control and/or welfare legislation, and also by local governments regulations created under the powers provided by state or territory acts.

The following statement is included in the relevant Animal Regulation and Management (ACMARM) units of competency that are affected by the legislation: "Some animal control functions administered by state/territory and local governments require licensing or authorisation. Legislative requirements vary across jurisdictions and users are advised to check with the relevant regulatory authority for current requirements."

### Native Wildlife

The following statement is included in all units of competency related to native wildlife: "Regulatory requirements apply to rehabilitating native wildlife but vary according to state/territory jurisdictions. Users must check with the relevant regulatory authority". Therefore, RTOs should check with the local regulatory bodies before undertaking work that involves native wildlife. The table below includes a selection of the legislation, regulations and codes of practice that relate to animal welfare, including wildlife.

#### Australian state and territory animal legislation, regulation, and codes of practice/policy

State/Territory	Legislation	Regulations	Codes of Practice/Policy
Australian Capital Territory (ACT)	Animal Welfare Act 1992 (ACT) Nature Conservation Act 2014 (ACT)	Nature Conservation Regulation 2015 (ACT)	Code of Practice for the Welfare of Captive Birds 1995 (ACT) Reptile Policy 2018 (ACT) Code of Practice for the Welfare of Amphibians in Captivity 2004 (ACT)
New South Wales (NSW)	Prevention of Cruelty to Animals Act 1979 (NSW) Biodiversity Conservation Act 2016 (NSW)	Prevention of Cruelty to Animals Regulation 2012 (NSW)	Code of practice for injured, sick and orphaned protected fauna 2011 (NSW) The Rehabilitation of protected fauna policy 2010
Northern Territory (NT)	Animal Welfare Act 2017 (NT) Territory Parks and Wildlife Conservation Act 2014 (NT) Animal Protection Bill 2018 (NT) Pending	Animal Welfare Regulations 2013 (NT)	Guide for Caring for Wildlife 2018 (NT)
Queensland (QLD)	Nature Conservation Act 1992 (QLD) Animal Care and Protection Act 2001 (Qld)	Animal Care and Protection Regulation 2012 (Qld)	Code of Practice Care of Sick, Injured or Orphaned Protected Animals in Queensland 2013 (Qld)
South Australia (SA)	National Parks and Wildlife Act 1972 (SA)	National Parks and Wildlife (Wildlife)	General Guidelines for the Management of Protected

	Animal welfare Act 1985 (SA)	Regulations 2016 (SA)	Wildlife in Captivity in South Australia 2010 (SA) Guidelines on Taking from the Wild (SA)
Tasmania (TAS)	Nature Conservation Act 2002 (TAS) Threatened Species Protection Act 1995 (TAS) Animal welfare Act 1993 (TAS)	Wildlife Regulations 1999 (TAS)	General Requirements for the Care and Rehabilitation of Injured and Orphaned Wildlife in Tasmania, 2008 (TAS)
Victoria (VIC)	Wildlife Act 1975 (VIC) Prevention of Cruelty to Animals Act 1986 (VIC)	Wildlife Regulations 2002 (VIC) Prevention of Cruelty to Animals Regulations 2008 (VIC)	Code of Practice for the Welfare of Wildlife during Rehabilitation 2017 (VIC)
Western Australia (WA)	Biodiversity Conservation Act 2016 (WA) Animal Welfare Act 2002 (WA)	Wildlife Conservation Regulations 1970 (WA)	Standards for wildlife rehabilitation in Western Australia 2014 (WA)

Source: *A Review of Australian Animal Welfare Legislation, Regulation, Codes of Practice, and Policy, and Their Influence on Stakeholders Caring for Wildlife and the Animals for Whom They Care*, Bruce Englefield, Simone A. Blackman, Melissa Starling and Paul D. McGreevy, Published: 9 June 2019. A full copy of this document can be downloaded at, <https://www.mdpi.com/2076-2615/9/6/335/pdf>

## Health and safety requirements

In general, health and safety requirements are addressed in specific work health and safety units of competency or embedded in particular units of competency in the *ACM Animal Care and Management Training Package*.

RTOs must make sure that delivery of health and safety content is contextualised to comply with the relevant legislation in the state/territory in which they are training. Details of state and territory regulators, together with some useful workplace health and safety organisations, have been included in the following tables.

## State/Territory Regulators

State/Territory	Regulating Body	Website
<b>Australian Capital Territory</b>	WorkSafe ACT	<a href="https://www.accesscanberra.act.gov.au/app/home/workhealthandsafety">https://www.accesscanberra.act.gov.au/app/home/workhealthandsafety</a>
<b>New South Wales</b>	SafeWork NSW	<a href="http://www.safework.nsw.gov.au">http://www.safework.nsw.gov.au</a>
<b>Northern Territory</b>	NT WorkSafe	<a href="http://www.worksafe.nt.gov.au">http://www.worksafe.nt.gov.au</a>

<b>Queensland</b>	Workplace Health and Safety Queensland (WHSQ)	<a href="http://www.worksafe.qld.gov.au">http://www.worksafe.qld.gov.au</a>
<b>South Australia</b>	SafeWork SA	<a href="http://www.safework.sa.gov.au">http://www.safework.sa.gov.au</a>
<b>Tasmania</b>	WorkSafe Tasmania	<a href="http://worksafe.tas.gov.au">http://worksafe.tas.gov.au</a>
<b>Victoria</b>	WorkSafe Victoria	<a href="http://www.worksafe.vic.gov.au">http://www.worksafe.vic.gov.au</a>
<b>Western Australia</b>	WorkSafe WA	<a href="http://www.commerce.wa.gov.au/WorkSafe">http://www.commerce.wa.gov.au/WorkSafe</a>



## Codes of Practice and guidelines

In addition to legislation, practical advice relating to safety when interacting with horses is provided in the following codes of practice and guidelines:

- SafeWork NSW, Code of Practice: Managing risks when new or inexperienced riders or handlers interact with horses in the workplace, February 2017<sup>11</sup>
- Safe Work Australia Guide to Managing Risks when New and Inexperienced Persons Interact with Horses, June 2014<sup>12</sup>

The companion volume, *User Guide Safety in Equine Training* also provides advice derived from the resources listed above.

## National organisations

Name	Function	Website
Safe Work Australia	Leads the development of national policy to improve work health and safety and workers' compensation arrangements across Australia.	<a href="http://www.safeworkaustralia.gov.au">http://www.safeworkaustralia.gov.au</a>
Comcare	The Comcare scheme provides rehabilitation and workers' compensation and occupational health and safety arrangements for Australian Government employees and for the employees of organisations which self-insure under the scheme.	<a href="http://www.comcare.gov.au">http://www.comcare.gov.au</a>
National Industrial Chemicals Notification and Assessment Scheme (NICNAS)	NICNAS is the Australian Government regulator of industrial chemicals. NICNAS is responsible for: <ul style="list-style-type: none"><li>▪ providing a national notification and assessment scheme to protect the health of the public, workers and the environment from the harmful effect of industrial chemicals, and</li><li>▪ assessing all chemicals new to Australia and those chemicals already used (existing chemicals) on a priority basis, in response to concerns about their safety on health and environmental grounds.</li></ul>	<a href="http://www.nicnas.gov.au">http://www.nicnas.gov.au</a>

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<sup>11</sup> A full copy of this Code of Practice can be downloaded at <[http://www.safework.nsw.gov.au/\\_\\_data/assets/pdf\\_file/0005/79160/horse-code-practice-gazetted-SW08262.pdf](http://www.safework.nsw.gov.au/__data/assets/pdf_file/0005/79160/horse-code-practice-gazetted-SW08262.pdf)>

<sup>12</sup> A copy of this Guide can be downloaded at:<<https://safeworkaustralia.gov.au/doc/guide-managing-risks-when-new-and-inexperienced-persons-interact-horses>>

## Other legislative requirements

Each state and territory government is responsible for its own legislation regarding animal welfare, wildlife protection, and vertebrate pests. The following table lists the department for each state and territory government responsible for regulating animal welfare in their jurisdiction.

State/Territory	Department	Website
Australian Capital Territory (ACT)	ACT Transport Canberra and City Services	<a href="https://www.cityservices.act.gov.au/pets-and-wildlife">https://www.cityservices.act.gov.au/pets-and-wildlife</a>
New South Wales (NSW)	Department of Primary Industries: animal welfare	<a href="http://www.dpi.nsw.gov.au/animals-and-livestock/animal-welfare">http://www.dpi.nsw.gov.au/animals-and-livestock/animal-welfare</a>
Northern Territory	Department of Primary Industry and Fisheries	<a href="https://nt.gov.au/environment/animals/animal-welfare">https://nt.gov.au/environment/animals/animal-welfare</a>
Queensland	Business Queensland	<a href="https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/livestock/animal-welfare">https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/livestock/animal-welfare</a>
South Australia	Department for Environment and Water	<a href="https://www.environment.sa.gov.au/topics/plants-and-animals/animal-welfare">https://www.environment.sa.gov.au/topics/plants-and-animals/animal-welfare</a>
Tasmania	Department of Primary Industries, Parks, Water and Environment	<a href="https://dpiw.e.tas.gov.au/biosecurity-tasmania/animal-biosecurity/animal-welfare">https://dpiw.e.tas.gov.au/biosecurity-tasmania/animal-biosecurity/animal-welfare</a>
Victoria	Agriculture Victoria	<a href="https://agriculture.vic.gov.au/livestock-and-animals">https://agriculture.vic.gov.au/livestock-and-animals</a>
Western Australia	Department of Primary Industries and Regional Development	<a href="https://www.agric.wa.gov.au/animalwelfare">https://www.agric.wa.gov.au/animalwelfare</a>

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Users of this Implementation Guide are advised to keep up-to-date with changes to legislative requirements by checking with the relevant regulatory authority.

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## Animal Technology

The Animal Technology industry operates under a range of acts, regulations and/or industry standards. Following is a summary of key requirements.

The following table lists the particular requirements that may impact on Animal Technology qualifications and/or skill sets in the *ACM Animal Care and Management Training Package*

Some units of competency (and their associated assessment requirements) contain references to 'industry standards'. 'Industry standards' may relate to:

- existing legislative instruments
- current industry 'good' practice.

**Note:** Selection of elective units of competency that specify particular licensing, legislative or certification requirements may impact on qualifications. This includes all qualifications, not just those listed in the table.

Specific legislative/regulatory/licensing requirements for Animal Technology qualifications/units of competency	
Qualification/unit	Description of requirement
ACMATE401 Prepare for and monitor anaesthesia in animals	All work practices must be undertaken in accordance with legislative requirements, the current Australian Code for the Care and Use of Animals for Scientific Purposes; the organisation's standard operating procedures; and protocols, policies and procedures approved by the organisation's Animal Ethics Committee (AEC). Users are advised to check legislative requirements for their jurisdiction
ACMATE402 Conduct euthanasia of research animals	
ACMATE501 Manage compliance in animal technology	
ACMATE502 Manage and maintain the health of research animals	
ACMATE504 Administer anaesthesia and perform surgery on animals for scientific purposes	
ACMATE506 Assist to collect and transfer embryos of mice	
ACMATE509 Perform caesarean procedures on mice or rats	
ACMATE511 Carry out post-mortem examination of a research animal	
ACMATE403 Conduct non-surgical procedures on animals	

### Other relevant Animal technology regulations

- *Gene Technology Act 2000 (Cwlth)*
- *AS/NZS 2243.3:2002 Safety in laboratories – Microbiological aspects and containment facilities*
- *Australian code for the care and use of animals for scientific purposes*
- *Quarantine Act 1908 and Regulation 2000 (Cwlth)*
- *The 3Rs: National Centre for the Replacement Refinement and Reduction of Animals in Research (NC3Rs)*
- *Physical Containment Level 2 – Animal Facility*
- *Code of practice for hazardous substances*
- *Biological hazards in the workplace, Australia.*

## Animal welfare for horses

In addition to work health and safety requirements there are animal welfare responsibilities and obligations associated with horses.

There are no national laws applying to animal welfare, but all states and territories regulate animal welfare in their jurisdiction. There are a number of codes of practice and guidelines<sup>13</sup> relating to the welfare of horses. Some of these are listed below.

### New South Wales

- Code of Practice for Horses in riding centres and boarding stables
- Code of Practice for Land transport of Horses
- Moving horses from Queensland and NSW
- Moving horses into and within NSW
- Code of Practice for Animals used in rodeo events
- Code of Practice for horses competing in bush races

### Queensland

- Guide to regulations when transporting and selling livestock

### South Australia

- Animal Welfare Regulations 2012

### Victoria

- Code of Practice for the Welfare of Horses
- Prevention of Cruelty to Animals Legislation
- Code of practice for the land transport of horses
- Code of practice for the welfare of horses at horse hire establishments
- Code of practice for the welfare of horses competing at bush race meetings
- Code of practice for the welfare of rodeo and rodeo school livestock

### Western Australia

- Horse Transportation – Code of practice for the transportation of horses in Western Australia

## Veterinary services regulations

All states and territories have legislation and associated regulations that restrict the duties carried out by veterinary nurses. The requirements vary across jurisdictions and are outlined in the following table. Users of the units of competency coded VET and EQD and the qualifications for veterinary nursing and equine dentistry, must check the requirements before delivery.

State/ Territory	Primary Governing Legislation	Current version & when last amended	Regulations	Current version & when last amended	Controlling department	Website
ACT	Veterinary Surgeons Act 2015	Version R3 15th June 2016	Veterinary Surgeons Regulation 2015	Version R2 27th April 2016	Territory and Municipal Services	<a href="https://www.legislation.act.gov.au/a/2015-29">https://www.legislation.act.gov.au/a/2015-29</a>

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<sup>13</sup> Sourced from: [http://www.horsedirectory.com.au/horseresources/welfare\\_of\\_horses/index.php](http://www.horsedirectory.com.au/horseresources/welfare_of_horses/index.php)

State/ Territory	Primary Governing Legislation	Current version & when last amended	Regulations	Current version & when last amended	Controlling department	Website
<b>NSW</b>	Veterinary Practice Act 2003	Current version from 15th July 2015	Veterinary Practice Regulation 2013	Current version from 8th January 2015	Primary Industries	<a href="http://www.legislation.nsw.gov.au/maintop/view/inforce/act+87+2003+cd+0+N">http://www.legislation.nsw.gov.au/maintop/view/inforce/act+87+2003+cd+0+N</a>
<b>NT</b>	Veterinarians Act	As in force at 1 May 2016	Veterinarians Regulations	As in force at 1 May 2016	Primary Industries and Fisheries	<a href="http://notes.nt.gov.au/dcm/legislat/legislat.nsf/linkreference/VE%20TERINARIANS%20ACT">http://notes.nt.gov.au/dcm/legislat/legislat.nsf/linkreference/VE%20TERINARIANS%20ACT</a> <a href="http://notes.nt.gov.au/dcm/legislat/legislat.nsf/linkreference/VE%20REGULATIONS">http://notes.nt.gov.au/dcm/legislat/legislat.nsf/linkreference/VE%20REGULATIONS</a>
<b>QLD</b>	Veterinary Surgeons Act 1936	Current as at 23 September 2013	Veterinary Surgeons Regulation 2002	Current as at 1 July 2015	Agriculture and fisheries	<a href="http://www.legislation.qld.gov.au/Acts_SLs/Acts_SL_V.htm">http://www.legislation.qld.gov.au/Acts_SLs/Acts_SL_V.htm</a>
<b>SA</b>	Veterinary Practice Act 2003	Version: 1.1.2015	Veterinary Practice Regulations 2005	Version: 1.1.2015	Agriculture, food and fisheries	<a href="https://www.legislation.sa.gov.au/LZ/C/A/VETERINARY%20PRACTICE%20ACT%202003.aspx">https://www.legislation.sa.gov.au/LZ/C/A/VETERINARY%20PRACTICE%20ACT%202003.aspx</a>
<b>TAS</b>	Veterinary Surgeons Act 1987	Consolidated as at: 11 Feb 2015	Veterinary Surgeons Regulations 2012	Consolidated as at: 11 Feb 2015	Primary Industries, Parks, Water and Environment	<a href="https://www.legislation.tas.gov.au/view/html/inforce/current/act-1987-104">https://www.legislation.tas.gov.au/view/html/inforce/current/act-1987-104</a>
<b>VIC</b>	Veterinary Practice Act 1997	Version No 040 incorporating amendments as at 1 August 2015	Veterinary Practice Regulations 2008	Version 002 as at 1 May 2013	Agriculture and Food Security	<a href="http://www.vetboard.vic.gov.au/VPRBV/Vets/Legislation/VPRBV/Vets/Legislation.aspx">http://www.vetboard.vic.gov.au/VPRBV/Vets/Legislation/VPRBV/Vets/Legislation.aspx</a>
<b>WA **</b>	Veterinary Surgeons Act 1960	Effective 10th December 2010	Veterinary Surgeons Regulations 1979	Effective 30th May 2012	Agriculture	<a href="https://www.legislation.wa.gov.au/legislation/statutes.nsf/law_a855.html">https://www.legislation.wa.gov.au/legislation/statutes.nsf/law_a855.html</a>

Source: *Veterinary Practice Act Review, 2016 Edition II*, prepared for the Australian Veterinary Association by Dr D Neutze

**\*\* Note:** In Western Australia, students are required to be approved by the Veterinary Surgeons Board and be supervised by a registered veterinary surgeon to perform the duties and veterinary services as a veterinary nurse, as set out in the Regulations 65 and 66 of the Veterinary Surgeons Regulations of 1979.

## Veterinary services regulations (continued)

State governments oversee the maintenance of veterinary standards through registration boards and veterinary services legislation. Local governments also coordinate regulations relating to the management of companion animals, including registration, limiting the number of cats and dogs per household, compulsory sterilisation and microchipping. Legislation such as the *Stock Medicines Act*, the *Stock Foods Act*, the *Poisons Act*, and various other food and drug Acts control the use of poisons and specify maximum residue limits for agricultural and veterinary chemicals in human food.

Key areas where legislative and regulatory compliance is required include:

- animal welfare and ethics
- animal technology, including microbiological sampling and testing requirements
- biosecurity and quarantine procedures
- euthanasia of animals
- veterinary services regulations
- local government regulations
- use of firearms
- waste handling and disposal.

Users should be aware of who can prescribe and handle veterinary medicines:

- Australian Veterinary Association, Guidelines for Prescribing, Authorising and Dispensing Veterinary Medicines, 2005
- Therapeutic Goods Act 1989
- Poisons Standard, February 2017
- Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP) and relevant state and territory legislation and regulations
- Agricultural and Veterinary Chemicals (Administration) Act 1992
- Agricultural and Veterinary Chemicals Code Act 1994
- *Work Health and Safety Act 2011* in conjunction with Guidelines on use of cytotoxic drugs and related waste (Qld)
- State based OHS/WHS legislation, where relevant.

Users must also be aware of biosecurity risks, when working with animals:

- Biosecurity Act 2015, along with state/territory legislation and associated regulations.

Users must also be aware of work health and safety/occupational health and safety risks:

- Work Health and Safety Act
- State based OHS/WHS legislation, where relevant.

To allow RTOs to comply with relevant health and safety legislation, some units of competency in the *ACM Animal Care and Management Training Package* contain the following statement in the Application section:

The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Over time this statement will be removed and replaced by the following statement:

All work must be carried out to comply with workplace procedures, in accordance with state/territory health and safety regulations, legislation and standards that apply to the workplace.

## **Pet and companion animal regulations**

Breeders of purebred and crossbred dogs and cats must comply with the standards in the animal welfare codes of practice available in their jurisdictions. Similarly, all training, boarding and shelter establishments are required to comply with relevant codes of practice available in states and territories.

Various licensing systems for dog and cat breeders exist in Australia. For example, in Victoria, breeding establishments must register with their local council if the establishment has three or more fertile female dogs and if the establishment sells dogs.

A working group on companion animals has been established under the Australian Animal Welfare Strategy to develop national standards and guidelines for dogs and cats as a priority task. The standards and guidelines for dogs and cats will provide pet owners clear information about their responsibilities with regard to the health and wellbeing of their pets.

## **Exhibited wildlife regulations**

At the Commonwealth level, the sector has to comply with the *Biosecurity Act 2015* and the *Environment Protection and Biodiversity Conservation Amendment (Wildlife Protection) Act 2001*.

The Australian Government regulates the import and export of plants and animals (alive, dead, or parts) through the Department of Agriculture and Water Resources (DAWR). DAWR is responsible for biosecurity and the regulation of international movements (exports and imports) of wildlife and wildlife products.

Each state and territory have their own legislation, responsibilities and standards for the professional exhibition and maintenance of native animals in zoos. The relevant authorities in each state or territory issue permits for the keeping of native and exotic species in zoos and aquaria.

## **Hunting and trapping regulations**

Hunting and Trapping (ANZSIC 042) has been previously reported as an industry relevant to the ACM Training Package. There are no nationally recognised training products that relate to recreational hunting and trapping, which provide the foundations for economic and employment data in this category. ACM and AHC Agriculture, Horticulture, Conservation and Land Management training components relate to hunting and trapping only in professional contexts related to animal control, assisting animal health and welfare, safety and quarantine procedures, and conservation and land management. The Industry Reference Committee that oversees the ACM Training Package considers it more appropriate to describe hunting and trapping activities as part of animal regulation and management services, where appropriate. Hunting and trapping for food, sport and recreational reasons is not considered part of animal part of animal regulation and management in the ACM Training Package. The regulatory information provide below may be relevant to some workers in Regulation and Management, especially in the management of pest animals.

Each state and territory government regulate hunting in Australia, separately. This has led to a variety of different regulations and laws, as well as different fees, charges and licence requirements. For instance, game and feral animal hunting in New South Wales is subject to regulations set out in the *Game and Feral Animal Control Act 2002* and the *Game and Feral Animal Control Regulation 2012*. The NSW Department of Primary Industries is responsible for enforcement of and compliance with these regulations.

The legislation relating to wildlife in Queensland includes the *Nature Conservation Act 1992* and related regulations. The Department of Environment and Heritage (EHP) and the Department of National Parks, Sport and Racing (NPSR) oversee the regulations and issue licenses for hunting of native animals.

## Horse safety and work health and safety resources

Organisation	Resource	Website
Agriculture Victoria	<ul style="list-style-type: none"> <li>▪ Transportation and Care of Horses Purchased from Private or Commercial Sale</li> <li>▪ Code of practice for the welfare of horses</li> <li>▪ Code of practice for the Welfare of Horses Competing at Bush Race Meetings (Revision 1)</li> <li>▪ Code of practice for the welfare of horses at horse hire establishments</li> </ul>	<a href="http://agriculture.vic.gov.au">http://agriculture.vic.gov.au</a>
Australian Animal Welfare Standards and Guidelines – Land transport	Endorsed by the Primary Industries Ministerial Committee for legislation.	<a href="http://www.animalwelfarestandards.net.au/land-transport/">http://www.animalwelfarestandards.net.au/land-transport/</a>
Australian Horse Industry Council Resources	<i>Procedures for the Delivery of Horse Industry Training</i> , v3, January 2016 (adapted from the TAFE NSW Procedures for Delivery of Training, January 2016 v4.0)	<a href="http://www.horsecouncil.org.au/horse-safe/resources/">http://www.horsecouncil.org.au/horse-safe/resources/</a>
	<i>Australian Horse Welfare and Well-being Toolkit</i> Resource for horse organisations and event-based welfare officers, 2013	<a href="http://www.horsecouncil.org.au/horse-safe/resources/">http://www.horsecouncil.org.au/horse-safe/resources/</a>
Horse Directory Australia	Provides links to guidelines for the welfare of horses	<a href="http://www.horsedirectory.com.au/horseresources/welfare_of_horses/index.php">http://www.horsedirectory.com.au/horseresources/welfare_of_horses/index.php</a>
Horse Safety Australia	Information about safety, procedures, qualifications, courses, clinics	<a href="http://www.horsesafetyaustralia.com.au/">http://www.horsesafetyaustralia.com.au/</a>
International Standard Organisation	Australian Standard: AS/NZS ISO 31000:2009, <i>Risk management – principles and guidelines</i>	<a href="https://www.iso.org/standard/43170.html">https://www.iso.org/standard/43170.html</a>
Safe Work Australia	Guide to Managing Risks when New and Inexperienced Persons Interact with Horses	<a href="https://www.safeworkaustralia.gov.au/doc/guide-managing-risks-when-new-and-inexperienced-persons-interact-horses">https://www.safeworkaustralia.gov.au/doc/guide-managing-risks-when-new-and-inexperienced-persons-interact-horses</a>



Organisation	Resource	Website
	Safe Work Australia Incident Notification Fact Sheet	<a href="https://www.safeworkaustralia.gov.au/doc/incident-notification-fact-sheet">https://www.safeworkaustralia.gov.au/doc/incident-notification-fact-sheet</a>
	Identify, assess and control hazards	<a href="https://www.safeworkaustralia.gov.au/risk">https://www.safeworkaustralia.gov.au/risk</a>
	Model codes of practice	<a href="https://www.safeworkaustralia.gov.au/risk#codeguides">https://www.safeworkaustralia.gov.au/risk#codeguides</a>
	Fact sheets: Managing risks to health and safety at the workplace (various languages)	<a href="https://www.safeworkaustralia.gov.au/risk#reportcasestudy">https://www.safeworkaustralia.gov.au/risk#reportcasestudy</a>
SafeWork NSW	Code of Practice: Managing Risks when new or inexperienced riders or handlers interact with horses in the workplace (February 2017)	<a href="http://www.safework.nsw.gov.au/_data/assets/pdf_file/0005/79160/horse-code-practice-gazetted-SW08262.pdf">http://www.safework.nsw.gov.au/_data/assets/pdf_file/0005/79160/horse-code-practice-gazetted-SW08262.pdf</a>
	Codes of Practice: <ul style="list-style-type: none"> <li>▪ First Aid in the workplace</li> <li>▪ How to manage work health and safety risks</li> <li>▪ Managing the Work Environment and Facilities</li> <li>▪ Work health and safety consultation, co-operation and co-ordination.</li> </ul>	<a href="http://www.safework.nsw.gov.au/law-and-policy/legislation-and-codes/codes-of-practice">http://www.safework.nsw.gov.au/law-and-policy/legislation-and-codes/codes-of-practice</a>
WorkSafe Queensland	Code of Practice: Horse riding schools, trail riding establishments and horse riding establishments	<a href="https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0009/58167/horse-riding-cop-2002.pdf">https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0009/58167/horse-riding-cop-2002.pdf</a>
	Land Transport of Livestock Code (compulsory) Queensland	<a href="https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/livestock/livestock-movement/animal-transport-welfare/land-transport-code">https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/livestock/livestock-movement/animal-transport-welfare/land-transport-code</a>
Department of Agriculture Western Australia	Horse Transportation – Code of Practice for the transportation of horses in Western Australia	<a href="https://www.agric.wa.gov.au/sites/gateway/files/Code%20of%20Practice%20for%20the%20Transportation%20of%20Horses%20in%20Western%20Australia_0.pdf">https://www.agric.wa.gov.au/sites/gateway/files/Code%20of%20Practice%20for%20the%20Transportation%20of%20Horses%20in%20Western%20Australia_0.pdf</a>

## Training and assessing environments

The Assessment Conditions section of the Assessment Requirements states whether assessment must take place in a real workplace or whether an environment that 'accurately represents workplace conditions' can be used.

An environment that accurately represents workplace conditions is one which offers real life working conditions with the actual characteristics of that working environment, including equipment, interactions with other people and completion of tasks within timeframes, if these are requirements of the working environment.

Sometimes conducting training and assessment in a real workplace is not possible or practical. If conducting training and assessment in a non-workplace environment, trainers and assessors must make sure that learners have opportunities to complete tasks:

- to the quality standards, and within the acceptable timeframes, required by the industry
- in a manner that meets the industry's safety standards.

The Elements and Performance Criteria in ACM units of competency are designed to reflect typical workflows and their related Assessment Requirements have been designed to include valid tasks that provide sufficient volume and frequency of evidence to make sound decisions on an individual's competency. The Performance Evidence and Assessment Conditions in many units require live animals and animal care facility resources for the demonstration of skills. This has been done at the request of industry stakeholders to provide learners with the 'real world' skills required to work successfully in industry. Some exceptions have been catered for – for example where access to or interaction with specific animals may lead to animal welfare and/safety issues. RTOs are advised to carefully consider the specifications in the PE and AC prior to undertaking assessments.

## Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific sectors covered by this Training Package vary across each state and territory and can change from time to time. Contact the relevant state or territory department/s to check. STA contact details are provided in the Links section of this Implementation Guide. The Fair Work Ombudsman has some general guidelines and fact sheets about unpaid work.<sup>14</sup>

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO and must adhere to required legislation that applies in the jurisdiction e.g. learners must be supplied with the appropriate personal protection equipment (PPE) and training on how to use the PPE effectively prior to undertaking tasks that include health and safety risks.

## Resources and equipment list

RTOs must make sure that all resources and equipment required to train and assess units of competency are available. Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment Conditions sections of Assessment Requirements documents. Where units of competency require assessment in the workplace, the workplace must include the full range of equipment required to do the task, as listed in the Assessment Conditions.

The following additional companion volumes are available to support delivery of this Training Package

- The *Veterinary Nursing User Guide* contains a list of resources, work placement and assessment requirements required for both the Certificate IV in Veterinary Nursing and the Diploma of Veterinary Nursing.

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<sup>14</sup> Fair Work Ombudsman: < <http://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid-work>>

- The *Equine Dentistry User Guide* contains a list of resources required for the Certificate IV in Equine Dentistry.
- The *Ferriery User Guide* contains a list of resources required for the Certificate IV in Ferriery and the Certificate III in Equine Hoof Care.
- The *Animal Incident Management User Guide* supports the delivery and assessment of the Animal Incident Management (AIM) units of competency in the Animal Care and Management Training Package.
- The *Safety in Equine User Guide* assists assessors, trainers, registered training organisations (RTOs) and enterprises to deliver equine training.

### Exhibited Animal Care and Marine Wildlife

The following list of resources may support delivery of:

- ACMEXH302 Support species population planning and management resources
- ACMEXH401 Implement species population planning and management

Resource Name	Description	Link
Zoo and Aquarium Association 4.6 Guidelines – Animal Records Keeping	Guidelines established to ensure animal records are thorough, in a standardised format and transferable	<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>
Association of Zoos and Aquariums (USA)	AZA Regional Studbook Keeper Handbook	<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>
World Association of Zoos and Aquariums	Resource Manual for International Studbook Keepers. 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>

### Husbandry guidelines

Resource Name	Description	Link
Australasian Zoo Keeping (AZK)	Major source of information and resources for Zoo Keepers from the Australasian region and around the world including the AZK International Husbandry Manual Registry	<a href="http://www.australasianzookeeping.org">www.australasianzookeeping.org</a>

Sample topics covered under headings covered by husbandry guidelines

NATURAL HISTORY	Taxonomy, Nomenclature; Subspecies; Synonyms; Other common names
PHYSICAL DESCRIPTION	Distinguishing features; Morphometrics; Anatomy
DISTRIBUTION AND HABITAT	Movement Patterns
CONSERVATION STATUS	Population Information; In situ conservation; Ex situ conservation; Research
LONGEVITY	Wild; Captivity; Determining age

HOUSING REQUIREMENTS	Design, Containment requirements, Gates and door, Holding area design, Spatial requirements, Position of enclosures , Weather Protection/Shelter, Temperature and humidity, Substrates, Furnishings, Pest Control, Enclosure safety and security, Light requirements, Water and air quality, Sounds and vibrations, Enclosure types, Race ways, Separation
GENERAL HUSBANDRY	Record Keeping, Methods of identification, Routine Data Collection, Hygiene and cleaning
BEHAVIOUR	Group size and Structure, Communication, Social behaviours, Activity, Changes in behaviour, Indications of stress, Behavioural problems, Behavioural Enrichment, Interactions, Grooming, Other behaviours, Behaviour management, Human interaction , Suitability to captivity
INTRODUCTION AND REMOVALS	Interspecific compatibility, Intraspecific Compatibility, Introduction techniques, Safety, Timing, Expected behaviours
CAPTURE AND RESTRAINT	Techniques, Training and conditioning, Safety consideration, Timing, Equipment, Medical procedures and examination, Anaesthesia and sedation, Examination, Release
TRANSPORT	Box Design, Food and Water, Furnishings, Timing, Safety, Release from box, Permits, Number of animals per box, Acclimatisation
HEALTH	Preventative medicine, Management of disease, disorders, injuries ; Quarantine, Examination, Diagnostic testing, Common diseases and disorders, Post-mortem examination, Therapeutics, Aged Care, Anaesthesia, Venepuncture, Clinical examination, Diagnostic evaluation
REPRODUCTION AND BREEDING MANAGEMENT	Reproductive Physiology and behaviour, Pregnancy and parturition, Nesting requirements, Assisted rearing, Contraception, Assisted reproductive technology, Timing, Seasons, Mating systems, Incubation and hatching, Pairing, Introductions, parental care, Monitoring, Reproductive condition, Facilities, Age, Litter size, Frequency of reproduction, Other requirements, Oestrus cycle, Gestation, Growth and development
NUTRITION AND FEEDING	Wild diet, Captive diet, Nutritional requirements, Foraging, Feeding behaviour, Timing, Presentation, Preparation, Supplements, Changes to diets
ARTIFICIAL INCUBATION	Justification, Hygiene and sanitation, Incubator, Incubation phases
ARTIFICIAL REARING	Justification, Pros and Cons, Imprinting and behavioural considerations, Long term impact, Rearing models and expected consequences, Model preference, Rearing details

### Work safely around animals (infection control)

The following list of resources, developed by Animal Management in Rural and Remote Indigenous Communities (AMRRIC), may support delivery of:

- ACMINF101 Take responsibility for the health and welfare of animals in own care
- ACMINF304 Promote environmental health and safety for community animals in remote communities.

They may also be useful for delivering other units of competency relating to infection control, companion animals and pet grooming.

Note: Skills Impact acknowledges the support of AMRRIC in the development of units and in providing the list of resources. AMRRIC is a national not-for-profit organisation that uses a 'One Health' approach to coordinate veterinary and education programs in rural and remote Aboriginal and Torres Strait Islander communities. For further information go to <[www.amrric.org](http://www.amrric.org)>.

Resource Name	Description	Link
Staying Safe Around Dogs Videos	<p>Part 1 – Working with Dogs</p> <p>This video is ideal for people who encounter dogs during their work in remote communities. It includes the importance of dogs in culture, identifying dog behaviours, safety tips and what to do if a dog attacks, as well as some case studies from community workers.</p> <p>Part 2 – Living with Dogs</p> <p>This video is ideal for people living in remote communities. It includes great tips for training dogs, information about how to look after dogs, as well as identifying dog behaviours, what to do if a dog attacks and some useful safety tips.</p>	<a href="https://www.amrric.org/our-work/staying-safe-around-dogs-0">https://www.amrric.org/our-work/staying-safe-around-dogs-0</a>
Caring for Dogs, Community and Country Video	<p>Topics include; ticks &amp; fleas, worms, desexing your dogs, caring for country, preventing skin sores, safety around dogs.</p>	<p>DVD:</p> <p><a href="https://www.amrric.org/resources/view/98">https://www.amrric.org/resources/view/98</a></p> <p>Short exerts available on AMRRIC YouTube:</p> <p><a href="https://www.youtube.com/user/AMRRIC/videos?view=0&amp;sort=dd&amp;shelf_id=0">https://www.youtube.com/user/AMRRIC/videos?view=0&amp;sort=dd&amp;shelf_id=0</a></p>
Dog Health Programs in Indigenous Communities - An Environmental Health Practitioner Guide	<p>This comprehensive guide has been written as a reference for people wanting to make dogs healthier in their own communities or in communities they work in. The Guide is highly visual, colourful and contains drawn summaries of text information as well as photos of relevant diseases and signs of disease. It can be used for information and pictures for community or school education.</p> <p>This guide is suitable for people who take part in Environmental Health Programs in remote communities including, Environmental Health Workers, Environmental Health Officers, Area Health Services and Health Boards, Departments of Local Government, State Government Environmental Health Units and Indigenous Land Councils, schools, and community groups</p>	<a href="https://www.amrric.org/resources/view/97">https://www.amrric.org/resources/view/97</a>
Toolkit for Developing Education Programs	<p>AMRRIC's Toolkit for Developing Education Programs in Rural and Remote Indigenous Communities has been developed to help educators produce culturally appropriate resources and education programs. The toolkit provides an introduction to One Health education and details how to design, develop, implement and evaluate an education program in the user's own community.</p> <p>Contained within the toolkit are:</p>	<a href="https://www.amrric.org/resources/view/654">https://www.amrric.org/resources/view/654</a>

Resource Name	Description	Link
	<p>Step by step instructions on developing, delivering and evaluating an education program in rural and remote Indigenous communities.</p> <p>Ideas and recommendations for dog-centred One Health community education programs.</p> <p>Downloadable templates of AMRRIC education resources which can be tailored to specific programs.</p> <p>Links to useful websites and educational resources.</p>	
Dog Health, Human Health and Environmental Health PowerPoint	This PowerPoint presentation shows the links between dog health, and human and environmental health. It covers key health messages including impact of dogs on environmental health, zoonoses (scabies and worms), germ theory, dog-dingo hybrids and the importance of desexing dogs. Appropriate for both upper school education and community education and includes speakers notes.	<a href="https://www.amrric.org/resources/view/565">https://www.amrric.org/resources/view/565</a>
Living and Growing PowerPoint	An interactive power point presentation for students that describes the survival and reproduction of living organisms using dogs' mites and germs as examples.	<a href="https://www.amrric.org/resources/view/580">https://www.amrric.org/resources/view/580</a>
Growing Up Germs Lesson Plan	This activity helps to identify bacteria found within the environment. Students use agar plates to grow bacteria from the environment, such as the classroom, outdoors, etc. The activity helps to highlight the importance of personal hygiene and hand washing.	<a href="https://www.amrric.org/resources/view/130">https://www.amrric.org/resources/view/130</a>
Too Many Puppies animation	An animation showing how many puppies are born from one undesexed female dog in a year.	<a href="https://www.amrric.org/resources/view/406">https://www.amrric.org/resources/view/406</a>
Dog Desexing Operation – Community Booklet	This resource is a short booklet used to support comprehension and understanding of surgical desexing for dogs. The booklet is aimed at adults with limited English language and/or literacy skills and can support community consultation regarding animal welfare and care. It can also be used in door to door visits with local community members to promote desexing and its benefits.	<a href="https://www.amrric.org/resources/view/815">https://www.amrric.org/resources/view/815</a>
Cat Overpopulation animation	PowerPoint presentation about cat overpopulation, outlining how a mother cat can have one litter of 5 kittens, every 2 and a half months.	<a href="https://www.amrric.org/resources/view/534">https://www.amrric.org/resources/view/534</a>
Cat Desexing Operation – Community Booklet	This resource is a short booklet used to highlight the reproductive capacity and associated negative impacts of cats on the	<a href="https://www.amrric.org/resources/view/816">https://www.amrric.org/resources/view/816</a>

Resource Name	Description	Link
	environment. The booklet covers topics such as breeding, environmental impacts, health/disease and desexing. The book is intended for adults with limited English language and literacy skills and aims to raise owner awareness about the impacts of cats and how these can be reduced through responsible decisions such as desexing.	
Felt Dog	A resource to visually teach people how disease and medications affect dogs. Included in the PowerPoint is the felt dog pattern.	<a href="https://www.amrric.org/resources/view/450">https://www.amrric.org/resources/view/450</a>
Keeping Your Dog Healthy – 5 pamphlets	Five pamphlets developed in collaboration with Dion Beasley (Cheeky Dog) outlining: keeping our dog happy and health; ways to care for your dog dog bites; staying safe around dogs little families; stopping dogs from breeding keeping your dog health; the dangers of ticks, fleas and lice keeping your dog health; the dangers of worms	<a href="https://www.amrric.org/resources/view/701">https://www.amrric.org/resources/view/701</a>
Zoonoses Factsheets	Fact sheets focusing on a variety of zoonotic conditions (mostly from dogs) potentially encountered in remote communities	<a href="https://www.amrric.org/zoonoses">https://www.amrric.org/zoonoses</a>
Dog Worms PowerPoint	This PowerPoint presentation focuses on worms and the risk they pose to both animal and human health. It covers two common species of worms found in dogs and looks at transmission, hygiene and treatment. It is a suitable resource for both upper grades (year 6-12) and adult education.	<a href="https://www.amrric.org/resources/view/814">https://www.amrric.org/resources/view/814</a>
Dog First Aid Booklet	Guide to basic first aid treatments and procedures that, in the absence of veterinary service providers, owners can perform themselves	<a href="https://www.amrric.org/resources/view/813">https://www.amrric.org/resources/view/813</a>
Dogs' feelings Poster, lesson plan and cards	Resources to assist learners to recognise dog body language and identify how dogs displaying different body language are feeling.	Poster: <a href="https://www.amrric.org/resources/view/526">https://www.amrric.org/resources/view/526</a> Cards: <a href="https://www.amrric.org/resources/view/413">https://www.amrric.org/resources/view/413</a> Lesson plan: <a href="https://www.amrric.org/resources/view/498">https://www.amrric.org/resources/view/498</a>
Dog Census Poster	Describes dog colours, skin scoring, body condition scoring and common health conditions.	<a href="https://www.amrric.org/resources/view/179">https://www.amrric.org/resources/view/179</a>

Resource Name	Description	Link
Conference presentation: 'Animal abuse and psychopathology: Conduct Disorder and Antisocial Personality Disorder' by Dr Frank Ascione	AMRRIC conference presentation on the links between animal abuse and abuse of people	Via: <a href="https://www.amrric.org/2014conferencepresentations">https://www.amrric.org/2014conferencepresentations</a>



## Other information relevant to the implementation of the training package

### Advice to RTOs for Exhibited Animal Care

Industry expectation is that individuals undertaking the *ACM30321 Certificate III in Wildlife and Exhibited Animal Care* qualification would be employed in the sector or work in a volunteer role with access to a workplace to gain practical experience and complete the assessment requirements.

Industry feedback indicates work placement during the completion of this qualification will address concerns about:

- inconsistent training and assessment outcomes across RTOs
- varying levels of experience of learners enrolling and graduating from the qualification
- workplace exposure, including access to exotic and native species, provided by RTOs.

There are limited opportunities for accessing suitable workplaces with wildlife/exhibited animal species, so RTOs will need to negotiate arrangements for on and off-the-job training with suitable employers.

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO and must adhere to required legislation that applies in the jurisdiction e.g. learners must be supplied with the appropriate personal protection equipment (PPE) and training on how to use the PPE effectively prior to undertaking tasks that include health and safety risks.

The following two units of competency in the core of the *ACM30321 Certificate III in Wildlife and Exhibited Animal Care* provide particularly good opportunity for learners to undertake work placement as part of their training (though other units may also be suitable):

- ACMEXH301 Work within a zoological facility
- ACMEXH303 Prepare and maintain animal habitats.

### Advice to RTOs for the ACMGEN304 Promote positive wellbeing in self and others in animal care workplaces unit

Industry expectations for the *ACMGEN304 Promote positive wellbeing in self and other in animal care workplace* unit is that assessors must have evidence of undertaking a mental health first aid program or hold equivalent related qualifications to assess this unit. Industry and RTO feedback is that learners undertaking this unit could potentially be triggered (experience strong emotional reactions) when discussing their own experiences or discussing case studies related to this subject. They felt it imperative that assessors have the necessary skills and knowledge to recognise and effectively provide support to the learner in situations if they occurred.

### Advice to RTOs for Animal Incident Management Units

Industry expectations for the units and skill sets developed for animal incident management are that they be delivered primarily in the workplace to provide practical experience to learners. RTOs should negotiate arrangements for on and off-the-job training with employers.

The animal incident management units will require the use of simulations and realistic scenarios as delivery and assessment in real incidents may be unsafe, impractical or unethical.

A *Companion Volume: User Guide for Animal Incident Management* has been developed to support delivery in this sector.

### Advice to RTOs for Animal Incident Management Marine Wildlife Response Units

It is envisaged that the Animal Incident Management (AIM) marine wildlife response units and skill sets released with ACM Version 4.0 will be used to upskill existing workers and/or be a valuable

addition to existing job roles such as park rangers and other authorised officers. Industry stakeholders advised that there was no need for a full qualification in the marine animal response industry sector.

It is also envisaged that the *ACMAIM203 Assist at wildlife events* unit will be useful across a variety of work settings. Originally developed to meet the needs of marine wildlife responders in managing volunteers at an emergency response site, stakeholders from the wider industry indicated this unit would also be valuable in managing volunteers at more general natural disaster events such as the recent bushfires which saw large numbers of volunteers coming forward to assist but without adequate basic training.

Two new skill sets were developed for this sector for release with ACM Version 4.0:

- ACMSS00021 Large Whale Disentanglement Skill Set
- ACMSS00029 Marine Animal Stranding Skill Set.

Both skill sets cover very technical, niche operations which occur on an ad hoc basis. Animal welfare, safety, incident management and technical skills are included in each skill set and may be applicable across multiple sectors including animal care/welfare, public safety and conservation and management. RTOs will need to consider the context and resources required for delivery and assessment of the units in these skills sets, especially the highly specialised equipment used for marine mammal responses. Examples of required resources include whale tail or similar simulation device/mannequin, response vessel, disentanglement equipment including ropes, knives, shackles, D bolts and poles, response mats and pontoons.

## Advice to RTOs for General Animal Care Qualifications and Units

### **ACM10121 Certificate I in Animal Care Industry Pathways**

This qualification provides knowledge and skills for initial work, community involvement and/or further learning. It provides a pathway to learn more about work in the animal care and management industry and to assist with routine activities performed under close supervision in an animal care facility or service organisation.

Industry expectations for this qualification are that learners undertake workplace visits to obtain a clear understanding of work involved, which can be dirty and unpleasant at times.

### **ACM20121 Certificate II in Animal Care**

This qualification describes the skills and knowledge for entry level and support roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries and veterinary clinics. This qualification may also be used as a pathway to higher level qualifications, notably but not exclusively, the Certificate IV in Veterinary Nursing.

Industry expectations for this qualification are that learners undertake a work placement or work experience to obtain a clear understanding of work involved and to perform practical activities in facilities handling or housing live animals, which can be dirty and unpleasant at times. Many of the units in this qualification require access to a variety of live animals for the assessment of skills. The Performance Evidence of the following core units must be assessed in animal care facility:

- ACMGEN201 Work in the animal care industry
- ACMGEN202 Complete animal care hygiene routines
- ACMGEN204 Assist in health care of animals

### **ACM30121 Certificate III in Animal Care Services**

This qualification describes the skills and knowledge required to work in a broad range of roles in animal care facilities and services, including boarding/day care, breeding, shelters/holding centres, pet grooming, pet sitting and other animal businesses.

This qualification can be undertaken as a general qualification and also allows individuals to complete specialisations in one or two of the following areas:

- animal care
- pet grooming
- customer service

The qualification is suitable for a traineeship or apprenticeship pathway. Where the qualification is not undertaken as an apprenticeship/traineeship, industry expectation is that this qualification is delivered and assessed primarily in the workplace to provide practical experience to learners and to gain the skills and knowledge relevant to their area of specialisation (animal care, pet grooming and/or customer service).

In the interests of worker and animal health, safety and welfare, industry recommends the training and assessment of the core units in this qualification, prior to undertaking the elective units. Many of the units in this qualification require access to a variety of live animals for the assessment of skills.

The Pet Grooming industry stakeholders consulted during the development of this qualification strongly recommend the following sequence of training:

1. *ACMGRM201 Bath, dry and brush domestic dogs* is undertaken before *ACMGRM303 Provide sanitary and hygiene grooms for companion animals*, and that
2. *ACMGRM303 Provide sanitary and hygiene grooms for companion animals* is undertaken before *ACMGRM304 Perform grooms on cross breed dogs*.

This advice is designed to scaffold learning for better skill development, as well as to enhance animal welfare and pet groomer safety.

## **ACM40121 Certificate IV in Animal Regulation and Management**

This qualification describes the skills and knowledge for individuals undertaking animal regulatory and management functions. Animal regulation and management is a function provided by local and State/Territory governments to protect the safety and amenity of communities by administering domestic animal legislation, and by community education and engagement.

Users are able to customise the qualification to provide electives in a range of focus areas, including:

- animal management
- investigations
- animal holding facility/shelter
- animal management education
- rural and remote community work.

The qualification is suitable for a traineeship or apprenticeship pathway. Industry expectation is that this qualification is delivered and assessed primarily in the workplace to provide practical experience for learners to gain the skills and knowledge relevant to the local government operations.

Many Animal Regulation and Management Units (coded ACMARM) include record keeping and accessing workplace information management systems. Industry stakeholders have advised that in some learners may not be able to access workplace systems due to security/privacy requirements. In these situations, it is appropriate for RTOs to simulate a record keeping and/or information management system, using commonly available digital software, such as that required to create spreadsheets or tables.

While there are no occupational licensing requirements in most of the ACMARM units, they do cover the work that is typically undertaken by an authorised management officer operating under the legislative and/or regulatory powers of a government organisation, and this is stated in the Application of these units. For example - *ACMARM408 Coordinate seizure of animals*. RTOs will need to ensure compliance with the legislative and regulatory powers when the practical components of these units are trained and assessed.

*ACMARM405 Assist with the euthanasia of animals* applies to individuals who assist with the euthanasia of animals under the supervision of a registered veterinarian as part of their work in an animal holding facility. They may also assist a veterinarian or authorised/licensed person who performs the euthanasia of animals in field situations. The regulatory requirements for this work vary by jurisdiction, the type and work context, and the following statement has been added to the Application –

“Licensing, legislative, regulatory or certification requirements may apply to this unit. Users are advised to check with the relevant state or territory regulatory authority for current requirements before undertaking this unit.”

*ACMACR409 Prepare and present animal control and regulation case* was deleted with the release of ACM Version 4.0 because this unit duplicates the outcomes of two existing and more suitable units (PSPREG406 Produce formal record of interview and PSPREG010 Prepare a brief of evidence) that are listed as electives in *ACM40121 Certificate IV in Animal Regulation and Management*.

### **ACM40221 Certificate IV in Animal Facility Management**

This qualification reflects the skills and knowledge for team leaders, supervisors, and specialist technical roles within an animal care facility, including companion animal and exhibited and wildlife environments. The qualification applies to a range of roles including coordinators/managers of boarding/day care, breeding or shelter facilities, as well as senior zookeepers, aquarists, and wildlife carers. Individuals in these roles analyse information and exercise judgement to complete a range of skilled activities and apply specialist technical skills and knowledge to solve routine and non-routine problems. They have accountability for the work of others and for meeting organisational key performance indicators.

Industry expectation is that this qualification is delivered and assessed primarily in the workplace to build on the workplace experience of learners and further develop their supervisory and/or technical skills. Users are able to customise the qualification to provide electives to specialise in companion animal or wildlife/exhibited animal facilities.

### **ACM40321 Certificate IV in Animal Behaviour and Training**

This qualification describes the skills and knowledge required for an animal trainer and/or animal training practitioner working with a specific species or across a range of species and workplaces where they are required to work closely with animal carers or owners (clients). The qualification also provides options for individuals wanting to work in the animal-assisted services sector; work in animal rehoming/adoption, rehabilitation roles, exhibited animal facilities or specialise in conditioning or training different species.

There are no entry requirements because the qualification is intended for individuals with practical experience working with and caring for animals, who want to develop the skills and knowledge required to interpret animal behaviour, apply animal learning theory, and to evaluate best practice conditioning and training methodologies and techniques to meet the welfare needs of animals and to provide ethical services for carers/clients.

Industry expectation is that practical workplace experience is essential for developing practical skills covered in the qualification. The qualification is also suitable for a traineeship or apprenticeship pathway.

Industry experts advise that the following sequence for delivery be followed for the elective units listed in the table.

<b>Unit</b>	<b>Delivery advice</b>
ACMBEH407 Conduct behavioural assessments	Deliver after the following units have been achieved: Core units: <ul style="list-style-type: none"> <li>▪ ACMBEH403 Evaluate animal training methodology and program design</li> <li>▪ ACMBEH404 Condition animal behaviour</li> </ul>

ACMBEH501 Work collaboratively to manage complex animal behaviour	<p>Deliver after all of following units have been achieved:</p> <p>Core units:</p> <ul style="list-style-type: none"> <li>▪ ACMBEH403 Evaluate animal training methodology and program design</li> <li>▪ ACMBEH404 Condition animal behaviour</li> </ul> <p>Elective units</p> <ul style="list-style-type: none"> <li>▪ ACMBEH405 Provide individual advice on behaviour management and training</li> <li>▪ ACMBEH406 Conduct group training classes for animal owners or carers</li> </ul>
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### Advice to RTOs for Horse Education Units

RTOs should note that the Application section of the horse education units (*ACMEQU407 Educate horses in initial handling*, *ACMEQU408 Educate horses to be ridden*, *ACMEQU409 Educate horses to be driven* and *ACMEQU410 Educate pack horses*) state that the target audience for these units is individuals with considerable experience in horse handling and where applicable horse riding or driving.

There are currently no appropriate units to include as prerequisite units. The units *ACMEQU202 Handle horses safely* and/or *ACMEQU206 Perform horse riding skills at walk, trot and canter* do not provide sufficient skills and knowledge to undertake these units. Individuals are expected to have more advanced skills than those provided in these units.

The following guidelines have been suggested by industry to assist RTOs in determining whether an individual has 'considerable' experience handling, riding and/or driving horses to undertake these units.

For all units, individuals should provide evidence of relevant industry experience of approximately three years. Evidence should be in the form of verifiable references.

For the units which require riding experience (*ACMEQU408 Educate horses to be ridden* and *ACMEQU410 Educate pack horses*) individuals are expected to be able to ride a variety of horses:

- at walk, trot, canter and gallop
- in open country and in various terrains
- solo and in company.

For the *ACMEQU409 Educate horses to be driven* which requires driving experience, individuals are expected to have had experience and be able to provide evidence of driving carts and/or harnessed horses.

### Glossary of selected ACM terminology

During the development of the units of competency released in ACM Version 4.0, it became evident from stakeholder feedback, that there were different interpretations of key terms used in some units, especially in relation to pet grooming, animal behaviour, and animal conditioning and training. To ensure that the terminology used in these ACM units is clear, a Glossary of terms has been added to the ACM Companion Volume Implementation Guide Version 4.0.

The meaning of the terms listed in the glossary below are not intended to be accurate, scientific definitions. They are designed to give an overview of the meaning of the terms as they apply in the ACM units of competency. They have been gathered from various sources including the internet and stakeholder feedback. RTOs are encouraged to produce their own glossary for use with learners.

Term	Meaning relating to ACM units
<p><b>Animal-assisted services</b></p> <p>Definitions adapted from:  <i>The IAHAIO Definitions for Animal Assisted Intervention and Guidelines for Wellness of Animals Involved in AA</i> and  <i>Animal Therapies Ltd</i></p>	<p>Goal oriented, planned and structured programs that intentionally incorporate animals in health, education and human services for the purpose of therapeutic gains in humans. They are directed and/or delivered by a formally trained health, education and/or human service professional.</p> <p>The professional (or the person handling the animal under the supervision of the professional) must have adequate knowledge about the behaviour, needs, health and indicators and regulation of stress of the animals involved</p> <p>Reference is made to the following types of services within the ACM units of competency:</p> <ul style="list-style-type: none"> <li>▪ Animal-assisted therapy</li> <li>▪ Animal-assisted learning</li> <li>▪ Animal-assisted activity</li> </ul>
<ul style="list-style-type: none"> <li>▪ Animal-assisted therapy</li> </ul>	<p>Goal oriented, planned and structured therapeutic programs directed and/or delivered by a formally trained health and/or human service professional, focusing on enhancing physical, cognitive, behavioural and/or socio-emotional functioning of the human recipient.</p>
<ul style="list-style-type: none"> <li>▪ Animal-assisted learning</li> </ul>	<p>Goal oriented, planned and structured programs directed and/or delivered by educational and related service professionals. The program is conducted by qualified general and special education teachers.</p>
<ul style="list-style-type: none"> <li>▪ Animal-assisted activity</li> </ul>	<p>A planned and goal oriented informal interaction and visitation conducted by the human-animal team for motivational, educational and recreational purposes. Human-animal teams who provide these activities may also work formally and directly with a specialist professional in healthcare, education and/or human services on specific documentable goals.</p>
<p><b>Assistance animal</b></p>	<p>An assistance animal is a trained support designed to facilitate the participation of people with disability in accessing various aspects of personal and public life.</p> <p>Assistance animals have a legal right to access public places and are not to be patted or distracted as they are working animals. An assistance animal must meet standards of hygiene and behaviour that are appropriate for an animal in a public place.</p>
<p><b>Animal behaviour</b></p> <ul style="list-style-type: none"> <li>▪ normal behaviour</li> </ul>	<p>Natural species specific (or typical) behaviour</p>
<ul style="list-style-type: none"> <li>▪ context-specific behaviour</li> </ul>	<p>Behaviours relating to the context or environment of the animal i.e. in a home, shelter, enclosure</p>
<ul style="list-style-type: none"> <li>▪ maladaptive behaviours</li> </ul>	<p>Behaviours that inhibit an animal's ability to adjust to particular situations - reflecting a normal animal in an abnormal environment or situation.</p>
<ul style="list-style-type: none"> <li>▪ undesirable / unwanted behaviour</li> </ul>	<p>Behaviours that may be normal for an animal but unwanted or undesirable for the situation or environment.</p>
<ul style="list-style-type: none"> <li>▪ abnormal behaviour (unusual or atypical)</li> </ul>	<p>Behaviour or activity judged to be outside the normal behaviour pattern for animals of that particular class or age.</p>
<ul style="list-style-type: none"> <li>▪ repetitive behaviours / stereotypies</li> </ul>	<p>Repetitive, invariant behaviour pattern without an obvious goal or function. Repetitive behaviours caused by the <b>animal's</b> repeated attempts to adapt to its environment or by a dysfunction of the central nervous system.</p>

Term	Meaning relating to ACM units
<b>Animal holding facility</b>	A controlled environment where stray, lost, abandoned or surrendered animals, mostly companion animals (dogs, cats and pocket pets) and sometimes livestock and wildlife, are kept until claimed and/or rehomed or rehabilitated.
▪ Shelter	Facility typically operated by animal welfare agencies or volunteers
▪ Pound	Public facility typically operated by local government agencies
<b>Animal trainer guidelines</b>	Guidelines/protocols to assist trainers with decision making in using humane and effective tactics likely to succeed in achieving a training or behaviour change objective, include: <ul style="list-style-type: none"> <li>▪ Least Intrusive Effective Behaviour Intervention (LIEBI) <a href="https://www.oebdh.at/images/stories/Rechtliches/Liebi_Methode.pdf">https://www.oebdh.at/images/stories/Rechtliches/Liebi_Methode.pdf</a></li> <li>▪ Least Intrusive, Minimally Aversive (LIMA) <a href="https://m.iaabc.org/about/lima">https://m.iaabc.org/about/lima</a></li> <li>▪ Hierarchy of Procedures for Humane and Effective Practice <a href="https://m.iaabc.org/about/lima/hierarchy/">https://m.iaabc.org/about/lima/hierarchy/</a></li> </ul>
<b>Animal training</b>	Animal training is the act of teaching animals' specific responses to specific conditions or stimuli. Training may be for purposes such as companionship, detection, protection, and entertainment.
<b>Anthropomorphism</b>	Interpreting what is not human or personal in terms of human or personal characteristics: humanization e.g. describing an animal's behaviour as if it is a human being / applying human emotional or behavioural descriptions to an animal.
<b>Behavioural husbandry</b>	Generally, involves the use of conditioning or training and enrichment techniques to assist with general husbandry and/or health/medical care, reproduction, animal transport and preparation for release. It aims to encourage the voluntary participation of animals in care and provide opportunities to express species typical behaviours.
<b>Breed</b>	A breed is a specific group of domestic animals having homogeneous appearance, behaviour, and/or other characteristics that distinguish it from other organisms of the same species
▪ breed group (dogs)	The Australian National Kennel Council provides standards for 7 dog breed groups. <a href="http://ankc.org.au/Breed/Index">http://ankc.org.au/Breed/Index</a>
▪ breed standard	The standard or agreed set of guidelines to help define the looks and characteristics of each individual breed. In grooming, the traditional look of the coat – its texture and how it is clipped and maintained.
<b>Conditioning</b>	Conditioning is a behavioural process where a response becomes more frequent or predictable in a given environment as a result of reinforcement, with reinforcement typically being a stimulus or reward for a desired response.
▪ classical conditioning	An unconditioned response to an unconditioned stimulus. * Learning through association (also known as Pavlovian conditioning).
▪ operant conditioning	A learning process by which the animal learns that there are consequences to its behaviour and will change its behaviour as a result of those consequences. Therefore, behaviour is determined by its consequence. Operant conditioning is the basis of animal training where the likelihood of a behaviour is increased or decreased by the consequences that follow.
<b>Conformation</b>	The shape or structure of an animal. Guidelines or standards exist for some breeds and species e.g. dogs, horses

Term	Meaning relating to ACM units
<b>Dog coat types</b>	
▪ Broken coat	Wire haired coat
▪ Combination Coat	Combination of long silky coat and short smooth coat. Very short, tight coat about the face and side of legs. Shorter coat on body with longer furnishings, underside, rear sides of legs and tail
▪ <b>Corded Coat</b>	Coat with narrow or broad twists of felted hair
▪ <b>Curly Coat</b>	Coat with a mass thick tight curls of fur
▪ Drop Coat	Natural long coat over entire body, considered non shedding
▪ Double Coat	Coat is a combination of straight and short to moderate length. Outer guard hairs are harsh to touch while under coat is soft and dense
▪ Guard hair	Longer stiffer hair that grows through and conceals the undercoat
▪ Hairless	A hairless dog is a dog with a genetic disposition for hairlessness and/or hair loss. There are two known types of genetic hairlessness, a dominant and a recessive type
▪ Short hair	Coat with hair that is less than 1cm in length
▪ Silky Coat	Combination of long silky coat and short smooth coat. Very short, tight coat about the face and side of legs. Shorter coat on body with longer furnishings, underside, rear sides of legs and tail
▪ Smooth Coat	Coat with short smooth close lying hair
▪ Undercoat	Short, soft dense hair that supports the outer coat
▪ Wire coat	Coat with harsh, wiry outer hair
<b>Emotional state</b>	Core emotional states in animals, include positive, neutral and negative states. An animal's emotional state has a strong link to welfare and wellbeing. Likely emotional states may be interpreted through observation of species-specific signs such as body language and vocalisation.  The concept and issues related to <i>anthropomorphism</i> should be addressed when discussing emotional states.
<b>Enrichment</b>	An animal husbandry principle that seeks to enhance the quality of animal care by identifying and providing the environmental stimuli necessary for optimal psychological and physiological well-being.  Enrichment (environmental/behavioural) allows animals to demonstrate their species-typical behaviour, gives them opportunity to exercise control or choice over their environment, experience cognitive challenges and social opportunities and enhances their well-being. Enrichment is essential to animal welfare.
<b>Grooming</b>	The hygienic care and cleaning of an animal (commonly dogs) which can include enhancing the animal's physical appearance. It may include nail clipping, bathing, hair removal and breed standard or creative grooming services.
<b>Grooming – bath types</b>	
▪ Grooming bath	Large open container/vessel for immersing / washing an animal. This may be made of plastic, fiberglass or steel
▪ Spa	Bath that has Jets that produce air bubbles under the water's surface



Term	Meaning relating to ACM units
<ul style="list-style-type: none"> <li>Hydro surge</li> </ul>	A non-electrical system which fuses shampoo, water and air to penetrate an animal's coat for thorough cleaning down to the skin
<ul style="list-style-type: none"> <li>Hydro bath</li> </ul>	A combination bathtub and power bath that uses a specially designed recirculation pump. The pump produces a high volume mix of water and shampoo delivered powerfully enough to penetrate the thickest coats and gently massage the skin.
<b>Grooming - industry timeframes</b>	Suggested (approximate) industry timeframes for grooming: <ul style="list-style-type: none"> <li>large dog/log long coat – up to 3 hours</li> <li>small dog – 1.0-1.5 hours</li> <li>cats – 40-60mins</li> </ul>
<b>Grooming techniques</b>	
<ul style="list-style-type: none"> <li>Carding</li> </ul>	A process that removes the loose, dead undercoat using a blunt-edged tool.
<ul style="list-style-type: none"> <li>Clipping</li> </ul>	Shaving the coat/fur with clippers. Clippers come with different size blades and combs to allow groomers to cut hair to different lengths. The lower the number of the blade, the less coat length will be removed.
<ul style="list-style-type: none"> <li>Dematting</li> </ul>	A process of removing matted fur
<ul style="list-style-type: none"> <li>Hand stripping</li> </ul>	A technique using a stripping tool or fingers to remove the dead outer coat of wire-haired breeds.
<ul style="list-style-type: none"> <li>Scissoring</li> </ul>	A technique using scissors and a metal comb to complete and finish the trim. This is usually done when the required trim is longer than a clipper blade will allow. It is also used for finishing trim work the face, feet and tail areas where clippers cannot be used.
<ul style="list-style-type: none"> <li>Trimming</li> </ul>	To tidy a coat by scissoring or clipping
<b>Grooming tools</b>	
<ul style="list-style-type: none"> <li>Blade/clippers</li> </ul>	<b>Clippers are a razor-style tool used to take length off an animal's coat.</b>
<ul style="list-style-type: none"> <li>Brushes</li> </ul>	A range of types for different purposes including pin, slicker and curry
<ul style="list-style-type: none"> <li>Combs and rakes</li> </ul>	A range of types for different purposes including poodle and fine tooth combs and under coat rakes
<ul style="list-style-type: none"> <li>HV dryer</li> </ul>	High velocity (HV) dryer used to dry the animal's coat
<b>Grooming types</b>	
<ul style="list-style-type: none"> <li>Tidy groom</li> </ul>	Includes bath, blow dry, brush and comb through coat with sanitary areas clipped or trimmed (not a full hair cut)
<ul style="list-style-type: none"> <li>Sanitary groom</li> </ul>	Refers to shortening of the fur around the belly, anus and genitals providing ventilation and ensuring surrounding areas will not catch waste
<ul style="list-style-type: none"> <li>Hygiene groom</li> </ul>	Refers to shortening of the fur around the face, feet, bell and sanitary areas to improve hygiene and animal comfort.
<b>Impound</b>	Holding or housing a seized or surrendered an animal under the power conferred by the relevant legislation
<b>Low stress handling / interaction</b>	Techniques to approach, handle or physically interact with animals in ways that help to minimise their stress or fearfulness.
<b>One Health</b>	Refers to the interrelationship between animal welfare, human wellbeing and the environment. One Health is a collaborative, multisectoral, and

Term	Meaning relating to ACM units
	transdisciplinary approach focussing on the interconnections to achieve optimal health for people, animals and the environment.
<b>Positive reinforcement</b>	Positive reinforcement strengthens a behaviour by providing a consequence an individual finds rewarding. <ul style="list-style-type: none"> <li>Primary reinforcement is when a reward strengthens a behaviour by itself.</li> <li>Secondary reinforcement is when something strengthens a behaviour because it leads to a primary reinforcer.</li> </ul>
<b>Reinforcers</b>	A reinforcer is anything that follows a behaviour that will cause an increase in that behaviour. Reinforcers can be both positive and negative, but are generally positive, such as rewards. Rewards can be in the form of food, toys, verbal praise or tactile rewards like patting or scratching
<b>Schedule of reinforcement</b>	Different patterns (or schedules) of reinforcement that produce different effects on the speed of learning and extinction. Schedule of reinforcement where a response is <b>reinforced</b> after an unpredictable number of responses.
<b>Scientifically validated conditioning methodologies</b>	For the ACM Training Package this generally refers to evidence-based methodologies that use positive reinforcement and rewards based approaches. There are many websites containing research information – please refer to the RESOURCE section following this glossary.
<b>Seize</b>	Taking possession of an animal under the power conferred by the relevant legislation or authority
<b>Small population management</b>	The term applied to many species management programs in wildlife and exhibited facilities. The key guiding principles cover, demographic, genetic and behavioural management.
<b>Special classes or groups of animals</b>	State/territory legislation/regulations may use different terms i.e. restricted, regulated, retired or decommissioned. Refer to relevant legislation for appropriate terminology
<b>Species</b>	A group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding. The species is the principal natural taxonomic unit, ranking below a genus.
<b>Stimulus response</b>	S-R theory is central to the principles of conditioning. It is based on the assumption that behaviour is learned. Behavioural responses (R) that are closely followed by a satisfactory result are most likely to become established patterns and to reoccur in response to the same stimulus (S)
<b>Suitably qualified person</b>	May include a veterinarian or other animal practitioner with expertise in behaviour, training and/or handling appropriate for the sector
<b>Trigger</b>	An addition to the environment that causes an animal to increase their awareness, fear and/or reactivity
<b>Veterinarian</b>	There are different types of veterinarians working in animal behaviour and training. Further reading which explains the difference: <a href="https://www.anzcvcs.org.au/chapters/veterinary+behaviour+chapter">https://www.anzcvcs.org.au/chapters/veterinary+behaviour+chapter</a>
<ul style="list-style-type: none"> <li>'Behaviour Veterinarian'</li> </ul>	<ul style="list-style-type: none"> <li>GP veterinarians who have an interest in behaviour</li> <li>Veterinarians with further qualifications in behaviour who have Membership to the Australian and New Zealand College of Veterinary Scientists (MANZCVS)</li> </ul>
<ul style="list-style-type: none"> <li>Behaviour Specialist</li> </ul>	<ul style="list-style-type: none"> <li>registered Specialist in Veterinary Behaviour Medicine (SVBM) – there are very few in Australia</li> </ul>

Term	Meaning relating to ACM units
<b>Zoonoses</b>	Infections and infestations that affect both humans and other animals

## Training Package developer's quality assurance process for Companion Volumes

Companion Volumes are developed in consultation with industry representatives, trainers and assessors, members of Industry Reference Committees (IRCs) and their representatives. These key stakeholders provide and review content to ensure that information is relevant and useful.

The Companion Volumes undergo continuous improvement in response to feedback lodged on the Skills Impact website (<http://www.skillsimpact.com.au/contact/>.)

## Links

### Industry links

Organisation	Details	Website
Animal Management in Rural and Remote Indigenous Communities (AMRRIC)	AMRRIC is a national not-for-profit organisation that uses a One Health approach to coordinate veterinary and education programs in rural and remote Aboriginal and Torres Strait Islander communities	<a href="http://www.amrric.org">www.amrric.org</a>
Animal Therapies Limited	Advances the understanding, acceptance and accessibility of animal-assisted services for those in need. Promotes the prevention and management of mental illness, disease, disability and human suffering through animal-assisted services.	<a href="https://animaltherapies.org.au/">https://animaltherapies.org.au/</a>
Animal Welfare League Australia	Provides rescue, shelter, rehoming, foster care, health care and enrichment services to animals	<a href="https://www.awla.org.au/">https://www.awla.org.au/</a>
Association of Pet Boarding and Grooming (APBG)	A peak representative body in Queensland for the kennel and grooming industry	<a href="https://www.apbg.com.au/">https://www.apbg.com.au/</a>
Australian Institute of Animal Management	Association of Local Government Animal Management Officers (AMOs) who are engaged daily in community animal control and regulation work.	<a href="http://aiam.org.au/">http://aiam.org.au/</a>
Australasian Zoo Keeping (AZK)	Major source of information and resources for Zoo Keepers from the Australasian region and around the world including the AZK International Husbandry Manual Registry	<a href="http://www.australasianzookeeping.org">www.australasianzookeeping.org</a>
Australian and New Zealand Laboratory Animal Association (ANZLAA)	ANZLAA covers the full spectrum of professional expertise relating to the care and welfare of animals used in research in Australia and New Zealand. This includes the provision of daily animal care, technical skill, veterinary support, ethics, regulatory management,	<a href="https://www.anzlaa.org/">https://www.anzlaa.org/</a>

Organisation	Details	Website
	training and the supply of equipment and services.	
Australian Horse Industry Council	Peak association representing the interests of all persons and the health and welfare of all horses in the Australian horse industry.	<a href="http://www.horsecouncil.org.au/">http://www.horsecouncil.org.au/</a>
Australian Veterinary Association (AVA)	Professional association representing veterinarians. Also Delivers a range of veterinary education services and information relevant to a range of areas and animals	<a href="http://www.ava.com.au">www.ava.com.au</a>
Equine Veterinarians Australia (EVA)	A special interest group of the AVA and the provider of continuing professional development for equine veterinarians in Australia	<a href="http://www.ava.com.au/equine">www.ava.com.au/equine</a>
Getting to Zero (G2Z)	G2Z aims to increase responsibility for companion animals so that every community and municipality can achieve zero euthanasia of all healthy and treatable cats and dogs.	<a href="https://www.g2z.org.au/">https://www.g2z.org.au/</a>
Horse SA	State Horse Council (for South Australia)	<a href="https://www.horsesa.asn.au/">https://www.horsesa.asn.au/</a>
Horse Safety Australia	National not for profit organisation committed to improving the safety record of horse activities in Australia.	<a href="http://www.horsesafetyaustralia.com.au/">http://www.horsesafetyaustralia.com.au/</a>
Institute of Animal Technology	Aim to advance knowledge and promote excellence in the care and welfare of animals in science and to enhance the standards and status of those professionally engaged in the care, welfare and use of animals in science.	<a href="https://www.iat.org.uk/">https://www.iat.org.uk/</a>
National Centre for Replacement, Refinement & Reduction of Animals in Research	UK's national organisation which leads the discovery and application of new technologies and approaches to replace,	<a href="https://www.nc3rs.org.uk/">https://www.nc3rs.org.uk/</a>

Organisation	Details	Website
	reduce and refine the use of animals for scientific purposes	
Office of the Gene Technology Regulator	Provides administrative support to the Gene Technology Regulator in the performance of the functions under the <i>Gene Technology Act 2000</i> .	<a href="http://www.ogtr.gov.au/">http://www.ogtr.gov.au/</a>
Pet Australia	A group that represents all sectors of the pet industry, including pet owners.	<a href="https://petsaustralia.org/">https://petsaustralia.org/</a>
Pet Industry Association Australia	A trade-only association dedicated to the protection of the pet industry and promoting responsible pet ownership.	<a href="https://piaa.net.au/">https://piaa.net.au/</a>
Pet Professional Guild Australia	A membership organisation representing pet industry professionals who are committed to science-based, force-free training and pet care	<a href="https://www.ppgaaustralia.net.au/">https://www.ppgaaustralia.net.au/</a>
Procedures with care	Provides a series of resources to support the adoption of best practice for commonly used procedures in animal research. The focus is on rats and mice since these are the most widely used animals.	<a href="http://www.procedureswithcare.org.uk/">http://www.procedureswithcare.org.uk/</a>
R.S.P.C.A. Australia	Produce a quarterly science update to highlight new published scientific papers that help contribute to the understanding of animal welfare. Annually, the RSPCA organise a scientific seminar to explore the latest developments in animal welfare research.  State and territory member Societies provide services to animals in need through their shelters and inspectorates.	<a href="https://www.rspca.org.au/facts/science">https://www.rspca.org.au/facts/science</a>
R.S.P.C.A. U.K.	Has published a range of information related to ethical review of the use of animals in research. Although this website is UK based, the principles and	<a href="https://science.rspca.org.uk/sciencegroup/researchanimals/ethicalreview">https://science.rspca.org.uk/sciencegroup/researchanimals/ethicalreview</a>

Organisation	Details	Website
	animals used in research as similar to those in Australia	
Taronga Conservation Society Australia	Taronga Conservation Society Australia is a leader in the fields of conservation, research and environmental education.	<a href="https://taronga.org.au/about">https://taronga.org.au/about</a>
Understanding Animal Research (UAR)	UAR aims to achieve broad understanding and acceptance of the humane use of animals in biomedical research in the UK, to advance science and medicine.	<a href="http://www.understandinganimalresearch.org.uk/policy/concordat-openness-animal-research/">http://www.understandinganimalresearch.org.uk/policy/concordat-openness-animal-research/</a>
Universities Federation for Animal Welfare	An independent registered charity that works with the animal welfare science community worldwide to develop and promote improvements in the welfare of animals through scientific and educational activity.	<a href="https://www.ufaw.org.uk/our-work/ufaws-work">https://www.ufaw.org.uk/our-work/ufaws-work</a>
Veterinary Nurses Council of Australia (VNCA)	Professional association representing veterinary nurses	<a href="http://www.vnca.asn.au">www.vnca.asn.au</a>
WA Horse Council	State Horse Council (for Western Australia)	<a href="http://wahorsecouncil.com.au/">http://wahorsecouncil.com.au/</a>
Wild Welfare	Wild Welfare work with the accredited zoo community to support good animal welfare practices for wild animals in captivity. Includes links to databases, forums and species specific articles.	<a href="https://wildwelfare.org/">https://wildwelfare.org/</a>
Zoo and Aquarium Association (ZAA)	Peak body that represents the collective voice of the zoos, aquariums, sanctuaries and wildlife parks across Australasia	<a href="https://www.zooaquarium.org.au/">https://www.zooaquarium.org.au/</a>
ZooChat	ZooChat is the world's largest online community forum for zoo and animal conservation enthusiasts. Discussions and photos from over 1,200 zoos in more than 90 countries worldwide with 6,300 active users.	<a href="https://www.zoochat.com/community/forums/australia.24/">https://www.zoochat.com/community/forums/australia.24/</a>



## State and Territory Training Authorities

Australian Capital Territory	<a href="https://www.education.act.gov.au/">https://www.education.act.gov.au/</a>
New South Wales	<a href="https://www.industry.nsw.gov.au/">https://www.industry.nsw.gov.au/</a>
Northern Territory	<a href="http://www.dob.nt.gov.au/">http://www.dob.nt.gov.au/</a>
Queensland	<a href="https://desbt.qld.gov.au/training">https://desbt.qld.gov.au/training</a>
South Australia	<a href="https://innovationandskills.sa.gov.au/">https://innovationandskills.sa.gov.au/</a>
Tasmania	<a href="http://www.skills.tas.gov.au/">http://www.skills.tas.gov.au/</a>
Victoria	<a href="http://www.education.vic.gov.au/">http://www.education.vic.gov.au/</a>
Western Australia	<a href="http://www.dtwd.wa.gov.au">http://www.dtwd.wa.gov.au</a>

## General

Organisation/Resource	Details	Website
Australian Qualifications Framework: Second edition, January 2013	National policy for regulated qualifications in Australian education and training	<a href="http://www.aqf.edu.au/">http://www.aqf.edu.au/</a>
Training.gov	National register of training packages	<a href="http://www.training.gov.au/">http://www.training.gov.au/</a>
Australian Apprenticeships	Quick and easy access to information about Australian apprenticeships	<a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a>
Australian Skills Quality Authority (ASQA)	National regulator for Australia's vocational education and training sector	<a href="http://www.asqa.gov.au">http://www.asqa.gov.au</a>
Training Accreditation Council Western Australia (WA TAC)	Regulates vocational education and training in WA	<a href="http://www.tac.wa.gov.au">http://www.tac.wa.gov.au</a>
Victorian Registration and Qualifications Authority (VRQA)	Regulates vocational education and training in in Victoria Regulates apprenticeships and traineeships in Victoria	<a href="http://www.vrqa.vic.gov.au/">http://www.vrqa.vic.gov.au/</a>
Safe Work Australia	Leads the development of national policy to improve work health and safety and workers' compensation arrangements	<a href="http://www.safeworkaustralia.gov.au/sites/SWA">http://www.safeworkaustralia.gov.au/sites/SWA</a>