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Department of Education, Employment and Workplace Relations

ACM10 Animal Care and Management

Release: 1.0

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Modification History


Version Modification History

Version	Release Date	Comments
1		Primary release

Imprint

ACM10 Animal Care and Management

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact AgriFood Skills Australia at <http://www.agrifoodskills.net.au> to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	11 November 2010	Primary release

ACM10 Animal Care and Management Training Package replaces and supersedes RUV04 Animal Care and Management Training Package.

List of AQF Qualifications

List of AQF Qualifications

Qualification Code	Title
ACM10110	Certificate I in Animal Studies
ACM20110	Certificate II in Animal Studies
ACM30110	Certificate III in Animal Studies
ACM30210	Certificate III in Animal Technology
ACM30310	Certificate III in Captive Animals
ACM30410	Certificate III in Companion Animal Services
ACM30510	Certificate III in Farriery
ACM40110	Certificate IV in Animal Control and Regulation
ACM40210	Certificate IV in Captive Animals
ACM40310	Certificate IV in Companion Animal Services
ACM40410	Certificate IV in Veterinary Nursing
ACM50110	Diploma of Animal Technology
ACM50210	Diploma of Veterinary Nursing (Surgical)
ACM50310	Diploma of Veterinary Nursing (Dental)
ACM50410	Diploma of Veterinary Nursing (Emergency and Critical Care)

List of ALL Units within Training Package

Units of competency in this Training Package and their prerequisites

Note – the prerequisite column is only displayed if prerequisites exist.

Code	Title

ACMACR401A	Comply with animal control and regulation requirements
ACMACR402A	Assess and impound animals
ACMACR403A	Identify and respond to animal behaviour
ACMACR404A	Manage conflict situations within an animal control and regulation environment
ACMACR405A	Euthanase sick, injured or unwanted pound animals
ACMACR406A	Carry out pound procedures
ACMACR407A	Conduct community awareness programs
ACMACR408A	Coordinate seizure of animals
ACMACR409A	Prepare and present animal control and regulation case
ACMATE301A	Work within an animal technology facility
ACMATE302A	Carry out institution containment and exclusion procedures
ACMATE303A	Prepare for and monitor anaesthesia in animals
ACMATE304A	Conduct non-surgical procedures on animals
ACMATE305A	Conduct euthanasia of research animals
ACMATE501A	Manage compliance in animal technology
ACMATE502A	Manage and maintain the health of research animals
ACMATE503A	Carry out post-mortem examination of a research animal
ACMATE504A	Administer anaesthesia and perform surgery on animals for scientific purposes
ACMATE505A	Carry out advanced breeding procedures
ACMATE507A	Manage the parturition of transgenic mice or rats
ACMCAN301A	Work within a captive animal facility
ACMCAN302A	Prepare and present information to the public
ACMCAN303A	Support collection management

ACMCAN304A	Prepare and maintain animal housing
ACMCAN305A	Assist with capturing, restraining and moving animals
ACMCAN306A	Monitor animal reproduction
ACMCAN307A	Rehabilitate native wildlife
ACMCAN308A	Release native animals to natural environment
ACMCAN309A	Develop institutional husbandry guidelines
ACMCAN310A	Assist with exhibit design and renovation planning
ACMCAN311A	Care for young animals
ACMCAN401A	Implement collection management
ACMCAN402A	Manage enclosures and exhibits
ACMCAN403A	Develop animal diets
ACMCAN404A	Develop, monitor and review behavioural management strategies
ACMCAN405A	Design and evaluate interpretive and learning programs
ACMCAN406A	Assist in establishing and maintaining a plantation
ACMCAN501A	Contribute to enclosure and exhibit design or renovation projects
ACMCAN502A	Develop and monitor collection management
ACMCAS301A	Work effectively in the companion animal industry
ACMCAS302A	Provide advice on companion animal selection and general care
ACMCAS303A	Provide advice on selection and care of aquatic animals
ACMCAS304A	Capture, handle and transport companion animals
ACMCAS305A	Maintain aquascapes and aquatic animals
ACMCAS306A	Provide grooming services for companion animal comfort
ACMCAS307A	Provide companion animal hydro-bathing services

ACMCAS401A	Manage compliance in the companion animal industry
ACMCAS402A	Manage and maintain aviaries and bird rooms
ACMCAS403A	Design, construct and maintain aquascapes
ACMCAS404A	Develop enrichment strategies for companion animals
ACMCAS405A	Purchase companion animal livestock
ACMCAS406A	Manage companion animal breeding
ACMCAS407A	Provide professional companion animal grooming services
ACMCAS408A	Manage the operation of a mobile hydro-bathing facility
ACMCAS409A	Provide training advice to companion animal owners
ACMCAS410A	Conduct companion animal training classes
ACMFAR301A	Handle horses safely in the provision of farriery services
ACMFAR302A	Work effectively as a farrier in the equine industries
ACMFAR303A	Perform routine day-to-day farriery activities
ACMFAR304A	Respond to emergencies and apply essential first aid in the equine industries
ACMFAR305A	Perform welding tasks using a forge
ACMFAR306A	Maintain, repair and manufacture hand tools used in farriery
ACMFAR307A	Make standard shoes for a range of horses
ACMFAR308A	Determine foot care and shoeing plans for horses
ACMFAR309A	Fit shoes for normal healthy horses
ACMFAR310A	Fit shoes to alleviate moderate faults and defects in horses
ACMFAR311A	Fit shoes to alleviate severe faults and defects in horses
ACMFAR312A	Accommodate special needs of particular horses through farriery techniques
ACMGAS101A	Investigate job opportunities in animal care and related industries

ACMGAS102A	Catch and handle a range of quiet animals
ACMGAS103A	Assist in the care of animals
ACMGAS201A	Work in the animal care industry
ACMGAS202A	Participate in workplace communications
ACMGAS203A	Complete animal care hygiene routines
ACMGAS204A	Feed and water animals
ACMGAS205A	Assist in health care of animals
ACMGAS206A	Provide basic first aid for animals
ACMGAS207A	Provide reception services for an animal care facility
ACMGAS208A	Source information for animal care needs
ACMGAS209A	Provide information on companion animals, products and services
ACMGAS210A	Prepare for and conduct a tour or presentation
ACMGAS301A	Maintain and monitor animal health and wellbeing
ACMGAS302A	Provide enrichment for animals
ACMGAS303A	Plan for and provide nutritional requirements for animals
ACMGAS304A	Carry out simple breeding procedures
ACMGAS305A	Rescue animals and apply basic first aid
ACMGAS306A	Assist with conditioning animals
ACMINF301A	Comply with infection control policies and procedures in animal work
ACMMIC401A	Implant microchip in cats and dogs
ACMOHS201A	Participate in occupational health and safety processes
ACMOHS301A	Contribute to occupational health and safety processes
ACMOHS401A	Maintain occupational health and safety processes

ACMOHS501A	Manage occupational health and safety processes
ACMSPE301A	Provide basic care of amphibians
ACMSPE302A	Provide basic care of birds
ACMSPE303A	Provide basic care of common native mammals
ACMSPE304A	Provide basic care of dogs
ACMSPE305A	Provide basic care of domestic cats
ACMSPE306A	Provide basic care of marine fish
ACMSPE307A	Provide basic care of freshwater fish
ACMSPE308A	Provide basic care of marine aquatic invertebrates
ACMSPE309A	Provide basic care of terrestrial and freshwater invertebrates
ACMSPE310A	Provide basic care of mammals
ACMSPE311A	Provide basic care of non-venomous reptiles
ACMSPE312A	Provide basic care of rodents and rabbits
ACMSUS201A	Participate in environmentally sustainable work practices
ACMSUS301A	Implement and monitor environmentally sustainable work practices
ACMVET201A	Carry out veterinary nursing reception duties
ACMVET202A	Carry out daily clinic routines
ACMVET203A	Assist with surgery preparation
ACMVET401A	Coordinate patient admission and discharge
ACMVET402A	Apply imaging routines
ACMVET403A	Perform clinic pathology procedures
ACMVET404A	Perform clinic office procedures
ACMVET405A	Carry out surgical nursing routines
ACMVET406A	Nurse animals

ACMVET407A	Carry out medical nursing routines
ACMVET408A	Coordinate and perform theatre routines
ACMVET409A	Provide specific animal care advice
ACMVET410A	Carry out veterinary dental nursing procedures
ACMVET411A	Prepare, deliver and review animal care education programs
ACMVET412A	Coordinate clinic promotional activities
ACMVET413A	Develop and implement specific clinic policies
ACMVET501A	Manage nursing requirements for specialised surgical procedures
ACMVET502A	Carry out post-operative nursing routines
ACMVET503A	Produce veterinary dental oral cavity radiographs
ACMVET504A	Provide veterinary dental nursing support for advanced veterinary dental surgery
ACMVET505A	Prepare for emergency response
ACMVET506A	Perform emergency procedures to sustain life
ACMVET507A	Provide nursing support for critical care surgery

Imported units of competency in this Training Package

Code	Title	Origin
BSBFLM309C	Support continuous improvement systems and processes	BSB07
BSBFLM312B	Contribute to team effectiveness	BSB07
BSBHRM506A	Manage recruitment selection and induction processes	BSB07
BSBINM301A	Organise workplace information	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07

BSBSMB407A	Manage a small team	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
HLTFA301B	Apply first aid	HLT07
LGAEHRR304B	Operate council pound facilities	LGA04
LGAPLEM405C	Provide assistance in carrying out building inspections	LGA04
MEM05004C	Perform routine oxy acetylene welding	MEM05
MEM05012C	Perform routine manual metal arc welding	MEM05
MEM05050B	Perform routine gas metal arc welding	MEM05
MEM18001C	Use hand tools	MEM05
MEM18002B	Use power tools/hand held operations	MEM05
MSL915002A	Schedule laboratory work for a small team	MSL09
MSL916001A	Develop and maintain laboratory documentation	MSL09
MSL916003A	Supervise laboratory operations in work/functional area	MSL09
MSL916005A	Manage complex projects	MSL09
MSL922001A	Record and present data	MSL09
MSL924001A	Process and interpret data	MSL09
MSL933001A	Maintain the laboratory/field workplace fit for purpose	MSL09
MSL973001A	Perform basic tests	MSL09
MSL973002A	Prepare working solutions	MSL09
MSL973004A	Perform aseptic techniques	MSL09
MSL973007A	Perform microscopic examination	MSL09
MSL973008A	Perform histological procedures	MSL09
MSL974007A	Undertake environmental field-based monitoring	MSL09
MSL974011A	Prepare tissue and cell cultures	MSL09
PSPGOV404B	Develop and implement work unit plans	PSP04

PSPPM401B	Design simple projects	PSP04
PSPREG404C	Investigate non-compliance	PSP04
PSPREG405B	Act on non-compliance	PSP04
RTC3310A	Operate specialised machinery and equipment	TBA
RTD2101A	Apply animal trapping techniques	RTD02
RTD2502A	Maintain wildlife habitat refuges	RTD02
RTD3125A	Respond to wildlife emergencies	RTD02
RTD4402A	Define the pest problem in a local area	RTD02
RTD4406A	Implement pest management action plans	RTD02
RTE3407A	Identify and report unusual disease or plant pest signs	RTE03
RTE3904A	Keep records for a primary production business	RTE03
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07
SIRXFIN001A	Balance point-of-sale terminal	SIR07
SIRXICT001A	Operate retail technology	SIR07
SIRXICT003A	Operate retail information technology systems	SIR07
SIRXINV001A	Perform stock control procedures	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXINV005A	Control inventory	SIR07
SIRXMER002A	Coordinate merchandise presentation	SIR07
SIRXMER004A	Manage merchandise and store presentation	SIR07
TAADEL403B	Facilitate individual learning	TAA04
TAADEL404B	Facilitate work-based learning	TAA04

Mapping to Previous Training Package

Mapping to Previous Training Package		
Mapping of qualifications RUV04 to ACM10		
RUV04 qualification code and title	ACM10 qualification code and title	Mapping details
RUV10104 Certificate I in Animal Studies	ACM10110 Certificate I in Animal Studies	Not equivalent. Units revised to reduce duplication, new units added and packaging rules changed.
RUV20104 Certificate II in Animal Studies	ACM20110 Certificate II in Animal Studies	Not equivalent. New units added to reduce duplication, units deleted, sustainability unit added and packaging rules changed.
	ACM30110 Certificate III in Animal Studies	New qualification
RUV30104 Certificate III in Animal Technology	ACM30210 Certificate III in Animal Technology	Not equivalent. Generic units introduced to reduce duplication, units deleted, sustainability unit added and packaging rules changed.
RUV30204 Certificate III in Captive Animals	ACM30310 Certificate III in Captive Animals	Not equivalent. Generic units introduced to reduce duplication, units deleted, sustainability unit added and packaging rules changed.
RUV30304 Certificate III in Companion Animal Services	ACM30410 Certificate III in Companion Animal Services	Not equivalent. Generic units introduced to reduce duplication, units deleted, sustainability unit added and packaging rules changed.
	ACM30510 Certificate III in Farriery	New qualification
RUV40104 Certificate IV in Animal Control and Regulation	ACM40110 Certificate IV in Animal Control and Regulation	Not equivalent. Sustainability unit added. However technical outcomes remain the same.
RUV40204 Certificate IV in Captive Animals	ACM40210 Certificate IV in Captive Animals	Not equivalent. Units revised, sustainability unit added and packaging rules changed.
RUV40304 Certificate IV in Companion	ACM40310 Certificate IV in Companion Animal	Not equivalent. New units added, units revised, sustainability unit added and

Mapping to Previous Training Package		
Animal Services	Services	packaging rules changed.
RUV40404 Certificate IV in Veterinary Nursing	ACM40410 Certificate IV in Veterinary Nursing	Not equivalent. New units added, units deleted, sustainability unit added and packaging rules changed. However, technical outcomes remain the same.
RUV50104 Diploma of Animal Technology	ACM50110 Diploma of Animal Technology	Not equivalent. New units added, units revised, sustainability unit added and packaging rules changed.
RUV50204 Diploma of Veterinary Nursing (Surgical)	ACM50210 Diploma of Veterinary Nursing (Surgical)	Not equivalent. New units added, units revised and packaging rules changed. However, technical outcomes remain the same.
RUV50304 Diploma of Veterinary Nursing (Dental)	ACM50310 Diploma of Veterinary Nursing (Dental)	Not equivalent. New units added, units revised and packaging rules changed. However, technical outcomes remain the same.
RUV50404 Diploma of Veterinary Nursing (Emergency and Critical Care)	ACM50410 Diploma of Veterinary Nursing (Emergency and Critical Care)	Not equivalent. New units added, units revised and packaging rules changed. However, technical outcomes remain the same.

Mapping to Previous Training Package

Mapping of units of competency RUV04 to ACM10

RUV04 unit code	RUV04 unit title	ACM10 unit code	ACM10 unit title	Mapping details
RUV4201A	Comply with animal control and regulation requirements	ACMACR401A	Comply with animal control and regulation requirements	Unit equivalent RUV4201A
RUV4202A	Assess and impound animals	ACMACR402A	Assess and impound animals	Unit equivalent RUV4202A
RUV4203A	Identify and	ACMACR40	Identify and	Unit

Mapping to Previous Training Package				
	respond to animal behaviour	3A	respond to animal behaviour	equivalent RUV4203A
RUV4204A	Manage conflict situations in an animal control and regulation environment	ACMACR404A	Manage conflict situations within an animal control and regulation environment	Unit equivalent RUV4204A
RUV4205A	Euthanase sick, injured or unwanted pound animals	ACMACR405A	Euthanase sick, injured or unwanted pound animals	Unit equivalent RUV4205A
RUV4206A	Carry out pound procedures	ACMACR406A	Carry out pound procedures	Unit equivalent RUV4206A
RUV4207A	Conduct community awareness programs	ACMACR407A	Conduct community awareness programs	Unit equivalent RUV4207A
RUV4208A	Coordinate seizure of animals	ACMACR408A	Coordinate seizure of animals	Unit equivalent RUV4208A
RUV4209A	Prepare and present animal control and regulation case	ACMACR409A	Prepare and present animal control and regulation case	Unit equivalent RUV4209A
RUV3306A	Work within an animal technology institution	ACMATE301A	Work within an animal technology facility	Unit updated and equivalent RUV3306A
RUV3301A	Carry out institution containment	ACMATE302A	Carry out institution containment	Unit updated and equivalent

Mapping to Previous Training Package				
	and exclusion procedures		and exclusion procedures	RUV3301A
RUV3307A	Prepare for and monitor anaesthesia in animals	ACMATE303A	Prepare for and monitor anaesthesia in animals	Unit updated and equivalent RUV3307A
		ACMATE304A	Conduct non-surgical procedures on animals	New unit no equivalent RUV04
RUV3302A	Conduct euthanasia of research animals	ACMATE305A	Conduct euthanasia of research animals	Unit updated and equivalent RUV3302A
RUV5304A	Manage compliance in animal technology	ACMATE501A	Manage compliance in animal technology	Unit updated and new element added 'Manage the negotiation of approval for non-standard laboratory practices and specific projects'. Not equivalent.
RUV5305A	Manage and maintain the health of research animals	ACMATE502A	Manage and maintain the health of research animals	Unit updated and equivalent RUV5305A
RUV5302A	Carry out post-mortem examination of a research animal	ACMATE503A	Carry out post-mortem examination of a research animal	Unit updated and equivalent RUV5302A
RUV5308A	Administer anaesthesia and perform	ACMATE504A	Administer anaesthesia and perform	Unit updated and equivalent

Mapping to Previous Training Package				
	surgery on animals for scientific purposes		surgery on animals for scientific purposes	RUV5308A
RUV5301A	Carry out breeding procedures	ACMATE505A	Carry out advanced breeding procedures	Unit substantially revised. Not equivalent
RUV5303A	Manage nutrition of research animals			Unit deleted. Content and outcomes covered in ACMGAS303A but not equivalent
RUV5306A	Plan an animal technology facility			Unit deleted
RUV5307A	Manage laboratory procedures			Unit deleted. Replaced with imported MSL09 Laboratory Training Package units MSL915002 A Schedule laboratory work for a small team, MSL916001 A Develop and maintain laboratory documentation, MSL916003 A Supervise laboratory operations in work/function

Mapping to Previous Training Package				
				al areas
		ACMATE507 A	Manage the parturition of transgenic mice or rats	New unit no equivalent RUV04
RUV3402A	Work within a captive animal institution	ACMCAN30 1A	Work within a captive animal facility	Unit revised. New element added 'Comply with captive animal interaction policies and procedures. Not equivalent
RUV3403A	Prepare and present information to the public	ACMCAN30 2A	Prepare and present information to the public	Unit updated and equivalent RUV3403A
RUV3404A	Assist with collection management	ACMCAN30 3A	Support collection management	Unit revision to elements and performance criteria. Not equivalent
RUV3406A	Prepare and maintain animal housing	ACMCAN30 4A	Prepare and maintain animal housing	Unit revision to elements and performance criteria, maintenance routines and pest control added. Not equivalent
RUV3410A	Capture, restrain and assist in moving	ACMCAN30 5A	Assist with capturing, restraining and moving	Unit revised and equivalent RUV3410A

Mapping to Previous Training Package				
	animals		animals	
RUV3412A	Monitor animal reproduction	ACMCAN306A	Monitor animal reproduction	Unit revised and equivalent RUV3412A
RUV3401A	Rehabilitate and release native wildlife			Unit deleted and replaced with ACMCAN307A and ACMCAN308A separating rehabilitation and release outcomes.
		ACMCAN307A	Rehabilitate native wildlife	New unit no equivalent RUV04
		ACMCAN308A	Release native animals to natural environment	New unit no equivalent RUV04
RUV3405A	Develop an institutional husbandry manual	ACMCAN309A	Develop institutional husbandry guidelines	Unit title, elements and performance criteria changed. Not equivalent
RUV3407A	Maintain exhibits and assist with their design	ACMCAN310A	Assist with exhibit design and renovation planning	Unit revised and equivalent RUV3407A
RUV3411A	Care for young animals	ACMCAN311A	Care for young animals	Unit revised and equivalent RUV3411A

Mapping to Previous Training Package				
RUV4402A	Implement collection management	ACMCAN401A	Implement collection management	Unit revised and equivalent RUV4402A
RUV4403A	Manage enclosures and exhibits	ACMCAN402A	Manage enclosures and exhibits	Unit updated and new element added 'Supervise enclosure and exhibit staff'. Not equivalent
RUV4404A	Develop animal diets	ACMCAN403A	Develop animal diets	Unit revised and equivalent RUV4404A
RUV4406A	Develop, monitor and review behavioural management strategies	ACMCAN404A	Develop, monitor and review behavioural management strategies	Unit revised and equivalent RUV4406A
RUV4401A	Design and evaluate interpretive and learning programs	ACMCAN405A	Design and evaluate interpretive and learning programs	Unit revised and equivalent RUV4401A
RUV4405A	Assist in establishing and maintaining a plantation	ACMCAN406A	Assist in establishing and maintaining a plantation	Unit revised and equivalent RUV4405A
RUV5401A	Design and develop enclosures and exhibits	ACMCAN501A	Contribute to enclosure and exhibit design or renovation projects	Unit revised and elements modified to ensure outcomes are achievable. Not

Mapping to Previous Training Package				
				equivalent
RUV5402A	Develop and monitor collection management	ACMCAN502A	Develop and monitor collection management	Unit revised and equivalent RUV5402A
RUV3503A	Work effectively in the companion animal industry	ACMCAS301A	Work effectively in the companion animal industry	Unit revised and equivalent RUV3503A
RUV3501A	Provide advice on companion animal selection and general care	ACMCAS302A	Provide advice on companion animal selection and general care	Unit revised and equivalent RUV3501A
RUV3502A	Provide advice on selection and care of aquatic animals	ACMCAS303A	Provide advice on selection and care of aquatic animals	Unit revised and equivalent RUV3502A
RUV3506A	Capture, handle and transport companion animals	ACMCAS304A	Capture, handle and transport companion animals	Unit revised and equivalent RUV3506A
RUV3509A	Maintain aquascapes and aquatic animals	ACMCAS305A	Maintain aquascapes and aquatic animals	Unit revised and equivalent RUV3509A
		ACMCAS306A	Provide grooming services for companion animal comfort	New unit no equivalent RUV04

Mapping to Previous Training Package				
		ACMCAS307 A	Provide companion animal hydro-bathing services	New unit no equivalent RUV04
RUV4510A	Provide companion animal hydro-bathing services			Unit deleted and replaced with two new units ACMCAS307 A Provide companion animal hydro-bathing services and ACMCAS408 A Manage the operation of a mobile hydro-bathing facility for companion animals
RUV4501A	Manage compliance in the companion animal industry	ACMCAS401 A	Manage compliance in the companion animal industry	Unit revised and equivalent RUV4501A
RUV4502A	Hand-rear companion animals			Unit deleted as outcome covered by ACMCAN31 1A Care for young animals and ACMGAS30 6A Assist with conditioning animals

Mapping to Previous Training Package				
RUV4503A	Develop diets for companion animals			Unit deleted as outcome covered by ACMGAS30 3A Plan for and provide nutritional requirements for animals
RUV4504A	Manage and maintain aviaries and bird rooms	ACMCAS402 A	Manage and maintain aviaries and bird rooms	Unit revised and equivalent RUV4504A
RUV4505A	Design, construct and maintain aquascapes	ACMCAS403 A	Design, construct and maintain aquascapes	Unit revised and equivalent RUV4505A
RUV4506A	Develop enrichment strategies for companion animals	ACMCAS404 A	Develop enrichment strategies for companion animals	Unit revised and equivalent RUV4506A
RUV4507A	Purchase companion animal livestock	ACMCAS405 A	Purchase companion animal livestock	Unit revised and equivalent RUV4507A
RUV4508A	Manage companion animal breeding	ACMCAS406 A	Manage companion animal breeding	Unit revised and equivalent RUV4508A
RUV4509A	Provide professional companion animal grooming services	ACMCAS407 A	Provide professional companion animal grooming services	Unit revised and equivalent RUV4509A
		ACMCAS408 A	Manage the operation of a mobile	New unit no equivalent RUV04

Mapping to Previous Training Package				
			hydro-bathing facility	
RUV4511A	Provide training advice to companion animal owners	ACMCAS409 A	Provide training advice to companion animal owners	Unit revised and equivalent RUV4511A
RUV4512A	Conduct companion animal training classes	ACMCAS410 A	Conduct companion animal training classes	Unit revised and equivalent RUV4512A
		ACMFAR301 A	Handle horses safely in the provision of farriery services	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR302 A	Work effectively as a farrier in the equine industries	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR303 A	Perform routine day-to-day farriery activities	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR304 A	Respond to emergencies and apply essential first aid in the equine	New unit transferred from Victorian accredited course.

Mapping to Previous Training Package				
			industries	Equivalent
		ACMFAR305 A	Perform welding tasks using a forge	New unit transferred from Victorian accredited course. Title changed to and unit amended to cover various forge fuels, not just fire. Equivalent
		ACMFAR306 A	Maintain, repair and manufacture hand tools used in farriery	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR307 A	Make standard shoes for a range of horses	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR308 A	Determine foot care and shoeing plans for horses	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR309 A	Fit shoes for normal healthy horses	New unit transferred from Victorian accredited course.

Mapping to Previous Training Package				
				Equivalent
		ACMFAR310 A	Fit shoes to alleviate moderate faults and defects in horses	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR311 A	Fit shoes to alleviate severe faults and defects in horses	New unit transferred from Victorian accredited course. Equivalent
		ACMFAR312 A	Accommodate special needs of particular horses through farriery techniques	New unit transferred from Victorian accredited course. Equivalent
RUV1101A	Prepare for animal care work			Unit deleted, content covered in ACMOHS201A Participate in occupational health and safety processes and ACMGAS202A Participate in workplace communications
		ACMGAS10 1A	Investigate job opportunities	New unit no equivalent RUV04

Mapping to Previous Training Package				
			in animal care and related industries	
RUV1102A	Support animal care work			Unit deleted to reduce duplication of units
RUV1103A	Support animal care cleaning activities			Unit deleted to reduce duplication of units
RUV1104A	Maintain the animal care workplace			Unit deleted to reduce duplication of units
		ACMGAS10 2A	Catch and handle a range of quiet animals	New unit no equivalent RUV04
		ACMGAS10 3A	Assist in the care of animals	New unit no equivalent RUV04
RUV2101A	Work in the animal care industry	ACMGAS20 1A	Work in the animal care industry	Unit substantially revised with OHS element removed. Not equivalent
RUV2105A	Participate in workplace communications	ACMGAS20 2A	Participate in workplace communications	Unit revised equivalent RUV2105A
RUV2103A	Assist with general animal care			Unit deleted, outcomes covered by ACMGAS20 3A Complete animal care hygiene

Mapping to Previous Training Package				
				routines and ACMGAS20 5A Assist in health care of animals
		ACMGAS20 3A	Complete animal care hygiene routines	New unit no equivalent RUV04
RUV2104A	Provide food and water for animals			Unit deleted, outcomes covered by ACMGAS20 4A Feed and water animals
RUV2106A	Assist with food preparation			Unit deleted, outcomes covered by ACMGAS20 4A Feed and water animals
		ACMGAS20 4A	Feed and water animals	New unit equivalent RUV2104A and RUV2106A
		ACMGAS20 5A	Assist in health care of animals	New unit no equivalent RUV04
RUV2107A	Provide basic first aid for animals	ACMGAS20 6A	Provide basic first aid for animals	Unit revised and equivalent RUV2107A
		ACMGAS20 7A	Provide reception services for an animal care facility	New unit no equivalent RUV04

Mapping to Previous Training Package				
		ACMGAS208A	Source information for animal care needs	New unit no equivalent RUV04
RUV2501A	Provide information on companion animals, products and services	ACMGAS209A	Provide information on companion animals, products and services	Unit changed to generic animal studies unit as applicable across industry sectors. Equivalent RUV2501A
RUV2401A	Prepare for and conduct a tour or presentation	ACMGAS210A	Prepare for and conduct a tour or presentation	Unit changed to generic animal studies unit as applicable across industry sectors. Equivalent RUV2401A
RUV3303ARUV3409ARUV3504A	Monitor and maintain animal health and wellbeing Monitor and maintain animal health Monitor and maintain health of companion animals	ACMGAS301A	Maintain and monitor animal health and wellbeing	New unit replacing and equivalent to each of the industry sector units RUV3303A, RUV3409A and RUV3504A
RUV3304ARUV3414ARUV3505A	Provide behavioural enrichment for research animals	ACMGAS302A	Provide enrichment for animals	New unit replacing and equivalent to each of the industry

Mapping to Previous Training Package				
	Identify behavioural needs and implement improved husbandry Provide enrichment for companion animals			sector units RUV3304A, RUV3414A and RUV3505A
RUV3408ARUV3508ARUV4503A	Prepare animal diets and monitor feeding Prepare companion animal diets and monitor feeding Develop diets for companion animals	ACMGAS303A	Plan for and provide nutritional requirements for animals	New unit replacing and equivalent to each of the industry sector units RUV3408A, RUV3508A and RUV4503A
RUV3305A	Carry out simple breeding procedures			Unit deleted, outcomes covered in ACMGAS304A but not equivalent
RUV3507A	Carry out companion animal breeding procedures			Unit deleted, outcomes covered in ACMGAS304A but not equivalent
		ACMGAS304A	Carry out simple breeding procedures	New unit no equivalent RUV04

Mapping to Previous Training Package				
RUV2108A	Rescue animals and provide basic animal care	ACMGAS305A	Rescue animals and apply basic first aid	Revised unit, AQF level and elements changed. Not equivalent
RUV3413A	Condition animals	ACMGAS306A	Assist with conditioning animals	Unit changed to generic animal studies unit as applicable across industry sectors. Title, elements and performance criteria changed. Not equivalent
		ACMINF301A	Comply with infection control policies and procedures in animal work	New unit no equivalent RUV04
		ACMMIC401A	Implant microchip in cats and dogs	New unit no equivalent RUV04
RUV2102A	Follow OHS procedures in an animal care environment	ACMOHS201A	Participate in occupational health and safety processes	New unit contextualised from National OHS guideline unit. Equivalent RUV2102A
RUV3101A	Carry out workplace OHS procedures	ACMOHS301A	Contribute to occupational health and safety processes	New unit contextualised from National OHS guideline unit.

Mapping to Previous Training Package				
				Equivalent RUV3101A
RUV4101A	Implement and monitor the organisation's OHS program	ACMOHS401A	Maintain occupational health and safety processes	New unit contextualised from National OHS guideline unit. Not equivalent RUV4101A
		ACMOHS501A	Manage occupational health and safety processes	New unit contextualised from National OHS guideline unit. No equivalent RUV04
		ACMSPE301A	Provide basic care of amphibians	New unit no equivalent RUV04
		ACMSPE302A	Provide basic care of birds	New unit no equivalent RUV04
		ACMSPE303A	Provide basic care of common native mammals	New unit no equivalent RUV04
		ACMSPE304A	Provide basic care of dogs	New unit no equivalent RUV04
		ACMSPE305A	Provide basic care of domestic cats	New unit no equivalent RUV04
		ACMSPE306A	Provide basic care of marine fish	New unit no equivalent RUV04

Mapping to Previous Training Package				
		ACMSPE307 A	Provide basic care of freshwater fish	New unit no equivalent RUV04
		ACMSPE308 A	Provide basic care of marine aquatic invertebrates	New unit no equivalent RUV04
		ACMSPE309 A	Provide basic care of terrestrial and freshwater invertebrates	New unit no equivalent RUV04
		ACMSPE310 A	Provide basic care of mammals	New unit no equivalent RUV04
		ACMSPE311 A	Provide basic care of non-venomous reptiles	New unit no equivalent RUV04
		ACMSPE312 A	Provide basic care of rodents and rabbits	New unit no equivalent RUV04
		ACMSUS201 A	Participate in environmentally sustainable work practices	New unit contextualised from BSBSUS201 A. No equivalent RUV04
		ACMSUS301 A	Implement and monitor environmentally sustainable work practices	New unit contextualised from BSBSUS301 A. No equivalent RUV04

Mapping to Previous Training Package				
RUV2601A	Carry out veterinary reception duties	ACMVET201A	Carry out veterinary nursing reception duties	Unit updated and equivalent RUV2601A
RUV2602A	Carry out daily clinic routines	ACMVET202A	Carry out daily clinic routines	Unit updated and equivalent RUV2602A
RUV2603A	Assist with surgery preparations	ACMVET203A	Assist with surgery preparation	Unit updated and equivalent RUV2603A
RUV4601A	Coordinate patient admission and discharge	ACMVET401A	Coordinate patient admission and discharge	Unit updated and equivalent RUV4601A
RUV4602A	Apply radiographic routines	ACMVET402A	Apply imaging routines	Unit updated to expand range of imaging technologies. Not equivalent
RUV4603A	Perform clinic pathology procedures	ACMVET403A	Perform clinic pathology procedures	Unit updated and equivalent RUV4603A
RUV4604A	Perform clinic office procedures	ACMVET404A	Perform clinic office procedures	Unit updated and equivalent RUV4604A
RUV4605A	Carry out surgical nursing routines	ACMVET405A	Carry out surgical nursing routines	Unit updated and equivalent RUV4605A
RUV4606A	Nurse animals	ACMVET406A	Nurse animals	Unit updated and

Mapping to Previous Training Package				
				equivalent RUV4606A
RUV4607A	Carry out medical nursing routines	ACMVET407 A	Carry out medical nursing routines	Unit updated and equivalent RUV4607A
RUV4608A	Coordinate and perform theatre routines	ACMVET408 A	Coordinate and perform theatre routines	Unit updated and equivalent RUV4608A
RUV4609A	Provide specific animal care advice	ACMVET409 A	Provide specific animal care advice	Unit updated and equivalent RUV4609A
RUV4610A	Carry out veterinary dental nursing procedures	ACMVET410 A	Carry out veterinary dental nursing procedures	Unit updated and equivalent RUV4610A
RUV4611A	Prepare, deliver and review animal care education programs	ACMVET411 A	Prepare, deliver and review animal care education programs	Unit updated and equivalent RUV4611A
RUV4612A	Coordinate clinic promotional activities	ACMVET412 A	Coordinate clinic promotional activities	Unit updated and equivalent RUV4612A
RUV4613A	Develop and implement specific clinic policies	ACMVET413 A	Develop and implement specific clinic policies	Unit updated and equivalent RUV4613A
RUV5601A	Manage nursing requirements for specialised surgical	ACMVET501 A	Manage nursing requirements for specialised surgical	Unit updated and equivalent RUV5601A

Mapping to Previous Training Package				
	procedures		procedures	
RUV5602A	Carry out postoperative nursing routines	ACMVET502 A	Carry out post-operative nursing routines	Unit updated and equivalent RUV5602A
RUV5603A	Produce veterinary dental oral cavity radiographs	ACMVET503 A	Produce veterinary dental oral cavity radiographs	Unit updated and equivalent RUV5603A
RUV5604A	Provide veterinary dental nursing support for advanced veterinary dental surgery	ACMVET504 A	Provide veterinary dental nursing support for advanced veterinary dental surgery	Unit updated and equivalent RUV5604A
RUV5605A	Prepare for emergency response	ACMVET505 A	Prepare for emergency response	Unit updated and equivalent RUV5605A
RUV5606A	Perform emergency procedures to sustain life	ACMVET506 A	Perform emergency procedures to sustain life	Unit updated and equivalent RUV5606A
RUV5607A	Provide nursing support for critical care surgery	ACMVET507 A	Provide nursing support for critical care surgery	Unit updated and equivalent RUV5607A

Mapping to Previous Training Package

Mapping of imported units RUV04 to ACM10

RUV04 import code	RUV04 import title	ACM10 import code	ACM10 import title	Origin	Notes on changes
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Mapping to Previous Training Package					
BSBFLM309A	Support continuous improvement systems and processes	BSBFLM309C	Support continuous improvement systems and processes	BSB07	Updated and equivalent
BSBFLM304A	Participate in work teams	BSBFLM312B	Contribute to team effectiveness	BSB07	BSBFLM304A superseded - equivalent
BSBHR506A	Manage recruitment, selection and induction processes	BSBHRM506A	Manage recruitment, selection and induction processes	BSB07	Updated and equivalent
BSBCMN305A	Organise workplace information	BSBINM301A	Organise workplace information	BSB07	Updated and equivalent
BSBCMN405A	Analyse and present research information	BSBRES401A	Analyse and present research information	BSB07	Updated and equivalent
BSBSBM403A	Promote the business	BSBSMB403A	Market the small business	BSB07	Updated and equivalent
BSBSBM405A	Monitor and manage business operations	BSBSMB405A	Monitor and manage small business operations	BSB07	Updated and equivalent
BSBSBM407A	Manage a small team	BSBSMB407A	Manage a small team	BSB07	Updated and equivalent
BSBFLM404A	Lead work teams	BSBWOR402A	Promote team effectiveness	BSB07	BSBFLM404A superseded - equivalent
RTC2704A	Provide basic first aid	HLTFA301B	Apply first aid	HLT07	Replaced RTC unit with HLT07 Health Training Package unit

Mapping to Previous Training Package					
LGAEHRR304 A	Operate and maintain council pound facilities	LGAEHRR304 B	Operate council pound facilities	LGA04	Equivalent
LGAPLEM405 A	Provide assistance in carrying out building inspections	LGAPLEM405 C	Provide assistance in carrying out building inspections	LGA04	Unit redeveloped. This unit is not equivalent to LGAPLEM405 B. Elements of competency relating to processing and approving permits to build have been removed.
		MEM05004C	Perform routine oxy acetylene welding	MEM0 5	New import
		MEM05012C	Perform routine manual metal arc welding	MEM0 5	New import
		MEM05050B	Perform routine gas metal arc welding	MEM0 5	New import
		MEM18001C	Use hand tools	MEM0 5	New import
		MEM18002B	Use power tools/hand held operations	MEM0 5	New import
		MSL915002A	Schedule laboratory work for a small team	MSL09	New import

Mapping to Previous Training Package					
		MSL916001A	Develop and maintain laboratory documentation	MSL09	New import
		MSL916003A	Supervise laboratory operations in work/functional areas	MSL09	New import
		MSL916005A	Manage complex projects	MSL09	New import
		MSL922001A	Record and present data	MSL09	Not equivalent - new AQF2 unit - part replaces PMLDATA300A
PMLDATA300A	Process and record data	MSL924001A	Process and interpret data	MSL09	Equivalent to PMLDATA300A changed to AQF4 level
PMLMAIN300A	Maintain the laboratory fit for purpose	MSL933001A	Maintain the laboratory/field workplace fit for purpose	MSL09	Equivalent - revised to make applicable to construction and materials testing (CMT) and other 'non wet' sectors
PMLTEST300A	Perform basic tests	MSL973001A	Perform basic tests	MSL09	Equivalent
PMLTEST303A	Prepare working solutions	MSL973002A	Prepare working solutions	MSL09	Equivalent
PLMTEST305A	Perform aseptic techniques	MSL973004A	Perform aseptic techniques	MSL09	Equivalent

Mapping to Previous Training Package					
PMLTEST301 A	Perform biological laboratory procedures	MSL973007A	Perform microscopic examination	MSL09	Not equivalent - part replacement PMLTEST301A
PMLTEST301 A	Perform biological laboratory procedures	MSL973008A	Perform histological procedures	MSL09	Not equivalent - part replacement PMLTEST301A
		MSL974007A	Undertake environmental field-based monitoring	MSL09	New import
		MSL974011A	Prepare tissue and cell cultures	MSL09	New import – prerequisite MSL973004A Perform aseptic techniques
PSPGOV404A	Develop and implement work unit plans	PSPGOV404B	Develop and implement work unit plans	PSP04	Equivalent - replaces PSPGOV404A with minor changes
PSPPM401A	Develop a project	PSPPM401B	Design simple projects	PSP04	Equivalent - replaces PSPPM401A with minor changes
PSPREG404B	Investigate non-compliance with legislation	PSPREG404C	Investigate non-compliance	PSP04	Equivalent - replaces PSPREG404B - title change reflects alteration to include compliance with standards, regulations etc, as well as legislation

Mapping to Previous Training Package					
PSPREG405A	Act on non-compliance with legislation	PSPREG405B	Act on non-compliance	PSP04	Equivalent - replaces PSPREG405A - title change reflects alteration to include compliance with standards, regulations etc, as well as legislation
RTC3310A	Operate specialised machinery and equipment	RTC3310A	Operate specialised machinery and equipment	RTD02	Equivalent
RTD2101A	Apply animal trapping techniques	RTD2101A	Apply animal trapping techniques	RTD02	Equivalent
RTD2502A	Maintain wildlife habitat refuges	RTD2502A	Maintain wildlife habitat refuges	RTD02	Equivalent
RTD3125A	Respond to wildlife emergencies	RTD3125A	Respond to wildlife emergencies	RTD02	Equivalent
RTD4402A	Define the pest problems in a local area	RTD4402A	Define the pest problems in a local area	RTD02	Equivalent
RTD4406A	Implement pest management action plans	RTD4406A	Implement pest management action plans	RTD02	Equivalent
		RTE3407A	Identify and report unusual disease or plant pest signs	RTE03	New import
		RTE3904A	Keep records	RTE03	New import

Mapping to Previous Training Package					
			for a primary production business		
WRRCS2B	Apply point of sale handling procedures	SIRXCCS001A	Apply point of sale handling procedures	SIR07	Equivalent
WRRF1B	Balance register / terminal	SIRXFIN001A	Balance point of sale terminal	SIR07	Equivalent
WRRCA1B	Operate retail equipment	SIRXICT001A	Operate retail technology	SIR07	Equivalent
WRRCA5B	Operate retail information technology systems	SIRXICT003A	Operate retail information technology systems	SIR07	Equivalent
WRR11B	Perform stock control procedures	SIRXINV001A	Perform stock control procedures	SIR07	Not equivalent - unit based on WRR11B
		SIRXINV002A	Maintain and order stock	SIR07	New import
WRR05B	Control inventory	SIRXINV005A	Control inventory	SIR07	Equivalent
WRRM3B	Coordinate merchandising presentation	SIRXMER002A	Coordinate merchandising presentation	SIR07	Equivalent
WRR01B	Manage merchandise and store presentation	SIRXMER004A	Manage merchandising and store presentation	SIR07	Equivalent
BSZ404A	Train small groups	TAADEL403A	Facilitate individual learning	TAA04	Not equivalent
BSZ404A	Train small groups	TAADEL404B	Facilitate work-based learning	TAA04	Not equivalent

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

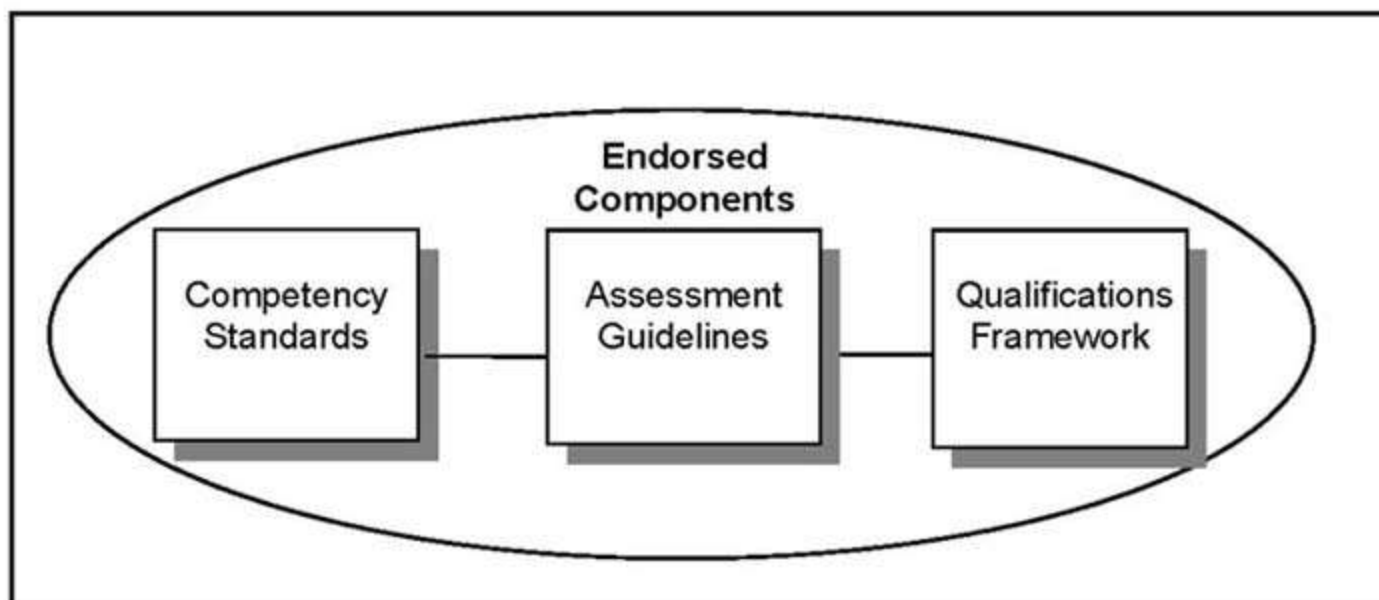
Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

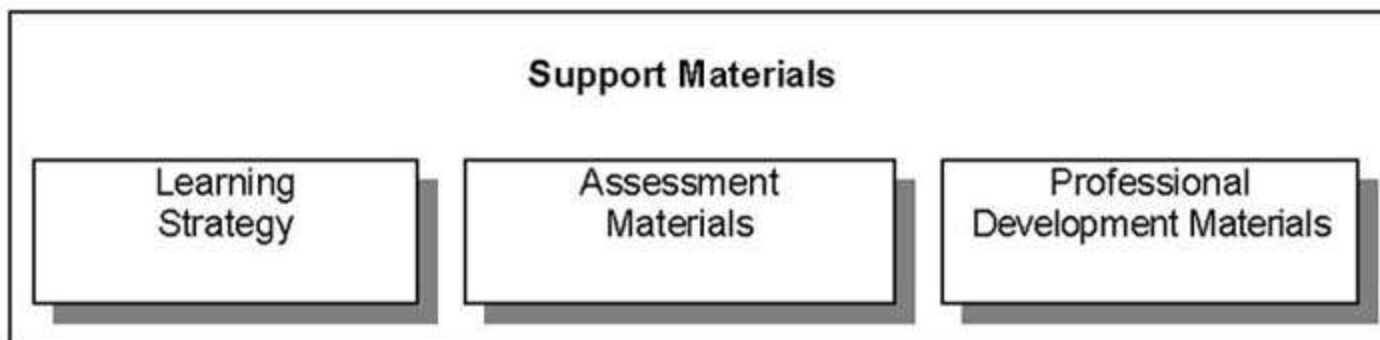
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au >



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example ACM10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example ACM10110. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in ACMACR401A;
- the first three characters signify the Training Package - ACM10 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- ACM10110 Certificate I in Animal Studies

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- ACMACR401A Comply with animal control and regulation requirements

Historical and General Information

Background to the Animal Care and Management Training Package

RUV98 Veterinary Nursing Training Package

The first Veterinary Nursing Training Package (RUV98) was endorsed in June 1998, and became the basis of vocational education and training (VET) for the veterinary nursing industry in Australia.

RUV04 Animal Care and Management Training Package

In September 2000 the review of the RUV98 Training Package began and was endorsed by the National Quality Council in February 2004.

Phase one resulted in a report highlighting proposed changes to the current RUV98 units of competency and qualifications as well as additional qualifications and units of competency for other industry sectors to be developed in phase two.

The title of the Training Package was also changed from Veterinary Nursing to Animal Care and Management. This change was required to service a wide range of jobs and roles that form part of the broader animal care and management industry. The key industry sectors included in RUV04 are:

- animal control and regulation
- animal technology
- captive animals
- companion animal services
- veterinary nursing.

RUV04 was endorsed in February 2004 with a review date of 27 February 2007.

Development of ACM10 Animal Care and Management Training Package

In November 2005 the Board of the Agri-Food Industry Skills Council (now AgriFood Skills Australia) approved the initiation of the RUV04 Animal Care and Management Training Package Phase 1 Review – Environmental Scan that was completed in September 2006.

In 2006, a separate environmental scan was initiated, following several requests to AgriFood Skills Australia for the inclusion of national training standards for the farriery trade. A national survey was conducted in collaboration with the two Farrier National Industry Associations, state branches and relevant registered training organisations (RTOs) resulting in unanimous support for the inclusion of the Victorian

accredited Certificate III in Farriery (Trade) Course into the Animal Care and Management Training Package.

Phase 2 of the RUV04 Training Package review began in February 2009.

ACM10 – Summary of changes

ACM10 Animal Care and Management Training Package is based on a comprehensive review of industry trends and feedback on RUV04 from industry employers, employees, past and present students as well as training providers. Refer to Appendix 1 for details of the development process and stakeholders involved.

Redevelopment changes

The Phase 2 development work is based on the findings and recommendations of the Phase 1 Environmental Scan as well as additional feedback received following the distribution of a Phase 2 Working Paper in March 2009 to stakeholders nationally. This has resulted in the following amendments to the Training Package.

New Industry Sector	Farriery
Qualifications	<p>Thirteen revised and two new qualifications. Amendments include:</p> <ul style="list-style-type: none"> • packaging changes applied to increase flexibility and redefine content to be more specific to industry outcome requirements • maintaining and revising the Certificate I in Animal Studies to reduce duplication across units and provide an entry level pathway for Indigenous and other equity groups. This revision was strongly supported by WA, NSW and SA • introducing a new generic Certificate III in Animal Studies to address gaps where industry sector qualifications do not provide the required flexibility for other identified outcome requirements, e.g. Indigenous Animal Health Care Workers, Assistant Animal Control Officers. This was strongly supported by WA, NSW and SA • introducing Certificate III in Farriery trade qualification • incorporating industry defined Employability Skills Summaries • ensuring compliance with revised COAG packaging

	<p>criteria requiring one third or more of total units to be electives and one sixth of elective units can be to be imported from within the parent/host Training Package, other Training Packages and accredited courses. All the ACM10 Animal care and management Training Package qualification packaging rules comply with the COAG requirement, with the following exceptions:</p> <ul style="list-style-type: none"> • Certificate III in Farriery which is a recognised traditional trade qualification • Veterinary Nursing Certificate IV and Diplomas which require specific clinical outcomes and are linked to industrial awards and in Western Australian to legislation requirements.
<p>Skill Sets</p>	<p>Six industry identified Skills Sets introduced, aligned to either state or territory legislation and/or regulatory requirements or to address other industry requirements and provide additional flexibility for learners to progress to achieving a related qualification, these are:</p> <ul style="list-style-type: none"> • Microchip Implantation for Dogs and Cats Skill Set • Native Amphibian Rehabilitation Skill Set • Native Bird Rehabilitation Skill Set • Native Mammal Rehabilitation Skill Set • Native Reptile Rehabilitation Skill Set • Preventative Biosecurity Skill Set.
<p>Units of Competency</p>	<p>One hundred and thirty ACM coded units in total (79 revised and 51 new units). Twenty eight RUV04 units deleted. Fifty four units imported from other Training Packages. Unit revisions and development included:</p> <ul style="list-style-type: none"> • remapping units to ensure identified skills and knowledge gaps are embedded, e.g. genetics, anatomy and physiology • explicitly embedding employability skills to ensure appropriate and meaningful inclusion • developing twelve species-specific units • introducing generic cross-sector units to reduce sector duplication where outcomes have been deemed by industry as identical <p>replacing three RUV04 OHS units with four contextualised national OHS guidelines units to incorporate specific animal care and welfare context requirements</p>

- introducing two environmental sustainability units contextualised from the Business Services Training Package units of competency to incorporate specific animal care and welfare context requirements
- introducing infection control unit to address industry biosecurity requirements
- introducing microchip unit to support state and/or territory regulatory requirements
- introducing two new animal technology transgenic (genetically modified) breeding units to address industry identified technical skill gaps
- revising imported units, updating to latest versions and introducing new units where required.

Code changes

During the initial stages of Phase 2 questions were raised regarding the significance of the RUV coding. After consideration, and in line with other Training Packages, the Training Package code was changed to ACM to better reflect the coverage of this package.

The unit coding was also changed to an alpha system to provide a better method for industry employers, employees, potential learners and other stakeholders to recognise industry and generic field codes. These changes were fully supported during the consultation and validation processes.

Units of competency coding changes

The table below maps the generic and industry sector alpha field codes for ACM10 to the previous RUV numerical codes.

<i>RUV04 coding</i>	<i>ACM10 coding</i>	<i>Sector/competency field</i>
RUVx2xxA	ACR	Animal control and regulation
RUVx3xxA	ATE	Animal technology
RUVx4xxA	CAN	Captive animals
RUVx5xxA	CAS	Companion animal services
n/a	FAR	Farriery
RUVx1xxA	GAS	General animal studies

n/a	INF	Infection control
n/a	MIC	Microchipping
RUVxxx1A	OHS	Occupational health and safety
n/a	SPE	Species specific
n/a	SUS	Environmental sustainability
RUVx6xxA	VET	Veterinary nursing

Application of the field codes

The six generic unit of competency fields that are packaged in the Animal Studies qualifications and across industry sector qualifications are:

- general animal studies
- infection control
- microchipping
- occupational health and safety
- species specific
- environmental sustainability.

The six industry sector unit of competency fields are:

- animal control and regulation
- animal technology
- captive animals
- companion animal services
- farriery
- veterinary nursing.

The following example breakdown for ACMATE301A outlines the coding structure adopted for all the ACM10 units of competency.

ACM = the Parent Training Package for this unit

ATE = the relevant industry sector this unit applies to

3 = the initial qualification aligned AQF level

01 = the first unit in this industry sector

A = this is the original unit of competency.

Interpreting

Addition of mandatory sustainability units

In line with AgriFood Skills Australia Board agreed policy, sustainability units are to be included in the core and elective banks of all qualifications, the two ACM sustainability units have been incorporated in the animal care and management qualifications.

As a result the number of core units has been increased by one in a number of existing qualifications, which requires that the revised qualifications be deemed 'not equivalent'. The impact on delivery and funding should be minimal. Feedback from the National Reference Group (NRG) and other stakeholders is that delivery of the sustainability component can be integrated with existing units and co-assessed.

Industry priorities and expectations

Industry representatives and RTOs consider that the expanded coverage and improved flexibility will enhance uptake of recognised training in many sectors.

The introduction of Skill Sets has been welcomed by a number of state/territory regulatory authorities, who are planning to link Skill Sets to the relevant legislation and regulations e.g. microchipping and native animal rehabilitation.

Impact of changes

No changes have been made to the previous version of the units of competency or qualifications that will cause significant impacts to RTOs. As a full review of a Training Package results in coding changes, there is minimal impact from the revised coding format.

The new general animal studies units developed to reduce duplication across existing general and sector-specific units of competency have been mapped and in most cases are equivalent to previous units. Other existing units have been revised to improve their currency and reflect feedback from users. The bulk of the revised units of competency are equivalent to the units of competency in the previous version of the Training Package. This information is included in the *'Mapping to previous Training Package'* section of this document.

Other than the addition of a sustainability unit of competency in the core groups for some existing qualifications, the revised qualifications are considered equivalent in

technical content. This information is included in the *'Mapping to previous Training Package'* section of this document.

The ACM30510 Certificate III in Farriery replaces a Victorian accredited course which is currently delivered in most states/territories of Australia under licence. As the new qualification is deemed equivalent to the accredited course, there should be minimal impact experienced by RTOs who currently have this course on their scope.

The ACM30110 Certificate III in Animal Studies is a new general qualification and will require some development work before RTO implementation.

The new Skill Sets comprise new units and revised units. In the case of microchipping and native animal rehabilitation, some RTOs currently deliver similar courses on a fee for service basis. Therefore, there should be minimal effort required to add these Skill Sets to their current scope.

Implementation of ACM10 Animal Care and Management Training Package is expected in all states and territories. Many RTOs throughout Australia are delivering the previous version of the Animal Care and Management Training Package. These RTOs will now be able to expand their delivery to take advantage of the wider range of units, Skill Sets and qualifications. The trend of uptake and interest by enterprise RTOs is likely to continue. Feedback indicates this is particularly the case in the animal technology and captive animal sectors. In addition, the Northern Territory has indicated plans to expand Indigenous delivery at Certificate I, II and III in Animal Studies levels.

State and Territory Training Authorities (STAs), RTOs and industry stakeholders have been consulted during the development process and have been kept informed of the changes.

AgriFood Skills Australia is not aware of any issues that need addressing to ensure successful implementation. It is expected RTOs with scope of existing RUV04 qualifications will seek extension of scope for the revised qualifications.

Introduction to the Industry

Introduction to the Industry

Introduction to the Animal Care and Management Industry

Working with animals is an increasingly popular career choice. Many people begin working with animals at an early age – they may instinctively have a desire to care for animals and for some, a hobby turns into a fulfilling career.

For others, working with animals is a rewarding career change that allows them to fulfil a lifelong dream. A more mature person searching for a career working with animals, may have no animal welfare experience and not be sure where to start in terms of which career with animals to follow. Having good work experience, life skills and being able to demonstrate a genuine interest in animal welfare, is a good starting point.

The animal care and management industry offers a wide and diverse range of career opportunities and pathways, both within and across industry sectors. The industry sectors represented in ACM10 Animal Care and Management Training Package are:

- animal control and regulation
- animal technology
- captive animals
- companion animal services
- farriery
- veterinary nursing.

The industry provides work opportunities in all parts of Australia, the majority through small business enterprises employing between one and three staff. It is difficult to provide an accurate estimation of the industry workforce, due to no single statistical collection point for employment data. As an example of the size of the industry, the pet industry provides employment for over 44,000 people, both directly and indirectly covering full-time, part-time and casual positions.

The workforce comprises workers drawn from a wide variety of backgrounds, including Indigenous and workers with language backgrounds other than English. Women are well represented in the workforce across the majority of industry sectors. As an example, in 2000 the Australian Bureau of Statistics (ABS) published a report on veterinary services throughout Australia and found that veterinary science is a female dominated occupation, with 73% of all persons working in veterinary practices being female.

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There is also an extensive volunteer workforce. As an example, the NSW Wildlife Council (NWC) is the state's peak body representing over 4,000 wildlife rescuers throughout NSW and the Queensland RSPCA operates with the assistance of 2,000 volunteers.

Overseeing compliance with federal, state and/or territory legislation is a significant requirement for all industry enterprises. Sector compliance areas include but are not limited to:

- animal health, welfare and ethical obligations
- biosecurity and quarantine procedures
- care and use of animals for scientific purposes
- duty of care to workers
- euthanasia of animals
- local government regulations
- microchipping
- occupational health and safety (OHS) responsibilities
- protection of native wildlife
- radiography
- use and application of therapeutic and controlled substances
- use of firearms
- waste handling and disposal including biological hazardous waste.

Industry Sector Profiles

Animal control and regulation

Animal control and regulation (also known as urban animal management) is a function provided by local and state/territory governments. It provides a community management service comprising four elements – regulation, education, information and infrastructure.

Animal control and regulation aims to facilitate relationships between pets, their owners and the general community by educating the public in responsible pet ownership, enforcing relevant legislation and regulations as well as minimising pet nuisance.

Workers in this sector are involved with handling all kinds of animals and may have to deal with critical animal welfare issues as well as some uniquely sensitive public rights matters. Their work incorporates significant public health, welfare and amenity elements and is often complicated by a range of emotional stresses.

Introduction to the Industry

According to the Rural Training Council of Australia, animal regulation encompasses positions, such as pound manager, ranger, community officer, urban animal controller/manager, pest animal officer, regulatory services manager and animal inspector.

In Victoria there are 82 Department of Primary Industry/RSPCA inspectors and 297 council officers (of which 125 are rural based). These numbers are growing annually both in real terms and by replacement of officers who leave for promotion or other reasons.

The amount of time devoted to the animal management role by local government employees varies considerably according to the size of the employer. Animal management duties may be specialised positions for some council rangers, while others simultaneously carry out roles as diverse as parking enforcement, health and building compliance, heavy vehicle enforcement and noxious weeds inspection.

Identified associated pathways include animal welfare inspectors, council animal control officers, generalist council rangers, pastures protection officers, national parks and wildlife officers, maritime/marine enforcement officers, veterinary staff, pet shop owners and zoo staff.

Animal technology

Animal technology incorporates the management, breeding and care of animals in biomedical research or production institutions or facilities. Animal technicians at a junior level are involved in the care and husbandry of animals. Senior technicians often move into highly specialised fields with a high degree of autonomy and expertise in areas such as management, surgery techniques or research. The technician must care for and manage animals whilst working strongly with researchers and within the constraints set by the animal ethics committee.

Technicians play a major role in educating researchers on the conditions under which animals are held and which may affect the results of their studies.

Animal technicians are employed in all states and territories of Australia where they work as part of a licensed scientific establishment in a field or laboratory setting. Highly skilled animal facility managers and hard working technicians are constantly in high demand and, as the increase in government spending and importance of biomedical research is promoted, it is only likely to increase demand for technicians in industry. Sources of employment include research institutions, such as the

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Commonwealth Scientific and Industrial Research Organisation (CSIRO), government veterinary laboratories, universities, major hospitals, animal breeding establishments and zoos.

Workers in this sector must be knowledgeable in and have the ability to recognise any signs of pain, distress and illness specific to a wide variety of species as well as assist with the breeding, care and husbandry of the species. General knowledge of surgery techniques, mathematical skills, anatomy and biology (specifically genetics) are also required. All technicians play a major role in recordkeeping covering a wide range of requirements, such as routine husbandry, health monitoring and disease, physical environmental factors, fertility, fecundity, morbidity and mortality and genetic constitution.

Facility managers must take responsibility for legislative compliance and the management and day-to-day care of animals in holding and breeding facilities as well as liaising between investigators and government bodies, vets, quarantine personnel, teachers and facility staff. They must ensure that personnel in their facility receive appropriate OHS training and maintain a high standard of personal and workplace hygiene including procedures for protection from zoonoses. Training in the use of equipment, such as autoclaves and cage washers as well as grief management, are also required.

Research using animals has various broad aims which include:

- improving the health and wellbeing of people
- improving the health and welfare of entertainment, recreation, sport and service animals, and of animals used to provide therapeutic support
- improving the health, welfare and productivity of farm animals and other production animals
- finding better ways to preserve, protect and manage a range of animal species (especially endangered and native animals) to maintain a balance that is ecologically and well adapted to the Australian environment
- developing more humane and effective pest control methods to protect endangered animals and plants from the species that threatens them and to prevent damage to the environment
- broadening the foundations of biological science, including our knowledge and understanding of life processes in all animal species.

The knowledge gained about animals and people through research needs to be passed on, now and in the future, to those who are or who will become:

- doctors, nurses and other human health professionals
- animal care personnel, veterinarians, farmers, conservation managers, zoo keepers and others engaged in animal-related activities

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- school, vocational educators and university lecturers; and researchers in animal-based science
- anyone interested in how their own body works or in what the welfare needs of animals are, and those interested in the coexistence of animals and people.

Captive animals

Working with captive animals involves the management and care of animals within captive environments. Animal keepers and/or carers are employed throughout Australia and work in zoos, wildlife parks and shelters, aquaria and theme parks. They provide expert care and management of captive animals usually as part of an integrated team.

Animal keepers have a wide range of practical skills and knowledge, including general animal care and management, preparing and maintaining animal housing, preparing animal diets and monitoring feeding. They may also monitor and maintain animal health, monitor animal reproduction, and assist with capturing, restraining and moving animals. In addition, animal keepers may also be involved in identifying behavioural traits, implementing improved husbandry, rehabilitating and releasing native wildlife, and in preparing and presenting information to the public.

Caring for sick, injured and orphaned wildlife is a task that requires skill and commitment. The NSW Wildlife Information Rescue and Education Service (WIRES) operates from 30 branches spread throughout NSW with approximately 2000 volunteer carers. Queensland has more than 2000 wildlife volunteer carers. According to WIRES there is an acute shortage of volunteers and foster families to nurse wild animals back to health so they could be returned to the wild.

Membership of the Zoo and Aquarium Association (ZAA) includes 75 zoos, aquariums and other wildlife facilities in Australia, New Zealand and the South Pacific. This includes institutions that are government-owned, not-for-profit trusts and privately-owned for profit zoos and aquariums. Australian member institutions:

- employ over 2,600 staff
- enjoy the services of over 1600 volunteers
- have a 300,000 strong public support membership base
- including flow-on economic value, contribute approximately \$510 million to the economy.

Companion animal services

The companion animal services sector embraces a wide range of diverse, and in many cases, specialised operations. This sector includes pet shops, boarding kennels and catteries, companion animal training, grooming and breeding establishments, mobile

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animal care facilities, animal training, behaviour, natural therapies, working animals (guide dogs, drug dogs, therapy assistance in hospitals and nursing homes), mobile farms and educational programs/talks/displays.

According to the Australian Companion Animal Council Inc (www.acac.org.au/pet_care.html):

- the incidence of pet ownership in Australia is one of the highest in the world, with an estimated 63% of Australia's 6.6 million households owning some kind of pet (53% owning a cat or dog)
- some 13.1 million Australians are associated with pets
- the pet care industry gives employment to more than 44,000 people, both directly and indirectly covering full-time, part-time and casual positions
- with few exceptions the pet care and services industry consists of enterprises classified as small businesses, operating as sole traders and employing on average between one and three staff
- total consumer expenditure on pet care products and services in 2005 was estimated at \$4.6 billion
- in 2007, 37.1 million pets were owned throughout Australia, including 3.7 million dogs and 2.2 million cats. In addition, there are approximately 20 million fish, 7.8 million birds and around 3 million other pets including horses, rabbits, guinea pigs and other small animals.

Companion animal services career opportunities include positions, such as animal handler, animal trainer, assistant dog trainer, cattery attendant, groomer, kennel attendant, pet exerciser, pet funeral operator, pet shop/aquarium assistant/manager, pet transporter, security dog handler, animal breeder, abandoned animal shelter manager, stablehand and farm assistants, as well as reptile industry and specialised marine aquarium animals for pet shop retail.

Workers in this sector are involved in the care of a variety of animals and are routinely involved in tasks like feeding, maintaining hygiene, maintaining housing, grooming and providing information to the public on products and services.

They are required to have a range of skills to carry out tasks, such as providing basic first aid to animals, providing advice on the selection and care of companion animals and aquatic animals, preparing diets and monitoring feeding, carrying out companion animal breeding procedures, capturing, handling and transporting companion animals, operating retail equipment and information technology systems, and performing stock control procedures. In addition, they are required to have knowledge of legal and ethical responsibilities appropriate to the sector.

Introduction to the Industry

Farriery

Farriery, or care of horses and similar animals' feet, is an ancient craft, believed to have been practised first in the Roman Empire.

A farrier is a specialist in equine hoof care, including the trimming and balancing of a horse's hoof. A farrier is a skilled craftsman with a sound knowledge of both theory and practice of the craft, capable of shoeing all types of equine (or similar) feet, whether normal or defective, of making shoes to suit all types of work and working conditions, and of devising corrective measures to compensate for faulty limb action. A farrier couples a sub-set of the blacksmith's skills (fabricating, adapting, and adjusting metal shoes) with a sub-set of veterinary medicine (knowledge of the anatomy and physiology of the lower limb) to address the care of the horse's feet. Farriery is hard and physical work, often outdoors in all weathers. It is practiced on animals, some of which may be fractious.

Additional tasks for the farrier include dealing with injured and/or diseased hooves and application of special shoes for racing, training, performance or 'cosmetic' purposes. In cases of horses with certain diseases or injuries, special reparative procedures may be needed for the hooves, followed by the construction and fitting of special shoes. This specialist work is usually undertaken in consultation with veterinarians involved with hoof care.

Most farriers travel to their customers' premises or competition venues to work. Farriers carry a mobile workshop of tools (which they must maintain) and stock with them.

As most farriers are self-employed, success depends on providing a good service to existing customers and encouraging new customers. The Master Farriers Association (MFA) and the Australian Farriers and Blacksmiths Association (AFBA) are the two national farrier professional bodies in Australia, with affiliate branches in most states/territories.

According to the ABS 2001 Census report there were 814 farriers working in Australia (768 male and 46 female). This figure appears low given the anecdotal feedback received during the Phase 1 Environmental Scan.

In terms of education, a farrier can either have completed a trade certificate course, have been apprenticed to a qualified farrier, have learnt the trade from another unqualified farrier or be self taught.

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In 1996, national competency standards were introduced and subsequently replaced by the Victorian accredited Certificate III in Farriery (Trade) which is the current course delivered in most states and territories.

There is no legal requirement in Australia for a farrier to be registered before commercially shoeing horses (as there is in England). However, in some states/territories farriers must be registered to work at thoroughbred or harness race tracks.

Veterinary nursing

Veterinary nurses work in veterinary practices and animal hospitals, animal welfare organisations, research and teaching institutions, zoos, wildlife parks or appropriate government bodies. The work involves providing support to veterinarians in the management and care of animals receiving treatment and may include the management of human, financial and technical resources.

They are skilled in undertaking a range of diagnostic tests, medical treatments and minor surgical procedures under the supervision of a veterinarian. They may also play a significant role in the education of owners about responsible pet ownership, and maintaining the health and wellbeing of their pets.

Work undertaken by a veterinary nurse can include coordinating patient admission and discharge, providing grief support, applying radiographic routines, performing pathology procedures and tests, caring for hospitalised animals, carrying out medical nursing routines, and coordinating and performing theatre routines. They may also assist with post-mortem examinations, maintaining veterinary inventory, providing specific animal care advice, including health, product, nutritional and behaviour advice, maintaining practice accounts and developing and implementing specific clinic policies. Nurses may also carry out some business management responsibilities such as supervising the work of others, balancing the practice's accounts, and training other staff.

According to the ABS Veterinary Services Survey (2000) at the end of June 2000, there were:

- 1,792 veterinary practices in Australia, operating from a total of 2,325 locations with:
 - 1,153 in capital cities
 - 1,172 in other locations:

Introduction to the Industry

- of these practices approximately 70% of income was generated from the treatment of companion animals and 10% from farm/production animals
- 13,218 were persons working in the veterinary services industry:
 - permanent employees totalled 8,489 and accounted for 64% of total employment:
 - 5,732 persons were permanent full-time employees
 - 2,757 persons were permanent part-time employees
 - the remaining employment comprised 1,797 working proprietors and partners and 2,933 casuals
- females accounted for 73% (9,646 persons) of the persons working in the industry, and 77% of the permanent employees
- nurses (5,667 persons) accounted for 43% of employment, of whom 97% were females.

The Veterinary Nursing Council of Australia (VNCA) is the peak industry body with approximately 1,300 members nationally. The VNCA in conjunction with the Australian Veterinary Association established an industry accreditation scheme based on the RUV04 Training Package. The *Accredited Veterinary Nursing Scheme* identified a need for recognition of an individual nurse's competence, currency and dedication to the veterinary nursing profession.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction

receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;

take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning

take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards

take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters

take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters

demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.
-

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact AgriFood Skills Australia (<http://www.agrifoodskills.net.au>).

The following pathways chart is provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact AgriFood Skills Australia, www.agrifoodskills.net.au. Flexible qualification pathways are available through ACM10 Animal Care and Management Training Package. The following pathways chart is provided to show the types of pathways into and from qualifications that are possible. In the chart, solid arrows show direct relationships between qualifications, dashed arrows indicate there is some relationship and dotted arrows indicate there is no relationship. These arrows simply indicate that learners may progress from one qualification to another by building on acquired skills and knowledge and do not necessarily infer that one qualification is required for entry to another. Additional pathways between qualifications may be structured through recognition assessment in line with Packaging Rules for qualifications.

VET in Schools

Registered Training Organisations should contact relevant jurisdictional agencies responsible for establishing and authorising recognised VET in Schools pathways.

Australian Apprenticeships

Qualifications suited to Australian Apprenticeship pathways are identified in the qualification notes. RTOs should contact relevant jurisdictional agencies to clarify available support for implementation of these qualifications.

For further information relating to the ACM10 Animal Care and Management Training Package and available qualification pathways please contact:

AgriFood Skills Australia

PO Box 5450 Kingston ACT 2604

Telephone: 02 6163 7200

Facsimile: 02 6163 7299

Email: reception@agrifoodskills.net.au

Website: www.agrifoodskills.net.au

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment the updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

Skill Sets in this Training Package

In response to a range of industry defined requirements during the two phases of the ACM10

Animal Care and Training Package review six Skills Sets have been developed. These are:

- Microchip Implantation for Dogs and Cats Skill Set
- Native Amphibian Rehabilitation Skill Set
- Native Bird Rehabilitation Skill Set
- Native Mammal Rehabilitation Skill Set
- Native Reptile Rehabilitation Skill Set
- Preventative Biosecurity Skill Set.

The microchip and native animal rehabilitation Skills Sets link to various state and/or territory legislation and regulation requirements. Due to the Training Package Developers Handbook criteria that Skill Sets cannot include elective units the ACM10 National Reference Group unanimously supported packaging four native animal rehabilitation skill sets. These are required to cater for the different state/territory species specific priorities, for example, in Western Australia their priority may be native reptiles, whereas in NSW the priority may be native birds and mammals.

The Preventative Biosecurity Skill Set has been developed to address critical industry infection control requirements. This is specifically linked to industry concerns following the outbreak of Equine Influenza in 2007 and a number of Hendra Virus outbreaks in Queensland which sadly resulted in human deaths. The RTE03 Rural Production Training Package includes units of competency that link to emergency disease response, however, there are no units of competency across Training Packages that aim to train all people who work with animals in preventative infection control procedures. This Skill Set will be beneficial for government agencies, such as Departments of Primary Industry who are currently running infection control prevention training programs in Queensland and NSW, as well as employers to skill existing and new workers.

Microchip Implantation for Dogs and Cats Skill Set

Those wishing to gain the relevant skills and knowledge required to be registered as a state or territory 'approved microchip implanter for cats and dogs'. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

ACMGAS301A	Maintain and monitor animal health and wellbeing
ACMOHS301A	Contribute to occupational health and safety processes
ACMMIC401A	Implant microchip in cats and dogs

These units may provide credit towards:

- ACM30110 Certificate III in Animal Studies
- ACM30310 Certificate III in Captive Animals
- ACM30410 Certificate III in Companion Animal Services
- ACM40410 Certificate IV in Veterinary Nursing

These units of competency from the ACM10 Animal Care and Management Training Package

meet state and/or territory regulatory requirements for recognition as an 'approved microchip implanter for cats and dogs'.	
Native Amphibian Rehabilitation Skill Set	
Those working as native wildlife carers in the animal care and management industry.	
Licensing, legislative, regulatory or certification requirements may apply to this Skill Set. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this Skill Set.	
ACMOHS201A	Participate in occupational health and safety processes
ACMGAS305A	Rescue animals and apply basic first aid
ACMCAN305A	Assist with capturing, restraining and moving animals
ACMCAN307A	Rehabilitate native wildlife
ACMCAN308A	Release native animals to natural environment
ACMCAN311A	Care for young animals
ACMSPE301A	Provide basic care for amphibians
These units of competency may provide credit towards ACM30310 Certificate III in Captive Animals.	
These units of competency from the ACM10 Animal Care and Management Training Package meet the industry requirements to gain a Rehabilitation Permit for wildlife carers subject to state and/or territory legislation and regulatory requirements.	
Native Bird Rehabilitation Skill Set	
Those working as native wildlife carers in the animal care and management industry.	
Licensing, legislative, regulatory or certification requirements may apply to this Skill Set. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this Skill Set.	
ACMOHS201A	Participate in occupational health and safety processes
ACMGAS305A	Rescue animals and apply basic first aid
ACMCAN305A	Assist with capturing, restraining and moving animals
ACMCAN307A	Rehabilitate native wildlife

	ACMCAN308A	Release native animals to natural environment
	ACMCAN311A	Care for young animals
	ACMSPE302A	Provide basic care for birds
Pathway	These units of competency may provide credit towards ACM30310 Certificate III in Captive Animals.	
Suggested words for statement of attainment	These units of competency from the ACM10 Animal Care and Management Training Package meet the industry requirements to gain a Rehabilitation Permit for wildlife carers subject to state and/or territory legislation and regulatory requirements.	
Native Mammal Rehabilitation Skill Set		
Target group	Those working as native wildlife carers in the animal care and management industry. Licensing, legislative, regulatory or certification requirements may apply to this Skill Set. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this Skill Set.	
Units	ACMOHS201A	Participate in occupational health and safety processes
	ACMGAS305A	Rescue animals and apply basic first aid
	ACMCAN305A	Assist with capturing, restraining and moving animals
	ACMCAN307A	Rehabilitate native wildlife
	ACMCAN308A	Release native animals to natural environment
	ACMCAN311A	Care for young animals

	ACMSPE303A	Provide basic care for common native mammals
Pathway	These units of competency may provide credit towards ACM30310 Certificate III in Captive Animals.	
Suggested words for statement of attainment	These units of competency from the ACM10 Animal Care and Management Training Package meet the industry requirements to gain a Rehabilitation Permit for wildlife carers subject to state and/or territory legislation and regulatory requirements.	
Native Reptile Rehabilitation Skill Set		
Target group	Those working as native wildlife carers in the animal care and management industry. Licensing, legislative, regulatory or certification requirements may apply to this Skill Set. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this Skill Set.	
Units	ACMOHS201A	Participate in occupational health and safety processes
	ACMGAS305A	Rescue animals and apply basic first aid
	ACMCAN305A	Assist with capturing, restraining and moving animals
	ACMCAN307A	Rehabilitate native wildlife
	ACMCAN308A	Release native animals to natural environment
	ACMCAN311A	Care for young animals
	ACMSPE311A	Provide basic care for non-venomous reptiles
Pathway	These units of competency may provide credit towards ACM30310	

	Certificate III in Captive Animals.	
Suggested words for statement of attainment	These units of competency from the ACM10 Animal Care and Management Training Package meet the industry requirements to gain a Rehabilitation Permit for wildlife carers subject to state and/or territory legislation and regulatory requirements.	
Preventative Biosecurity Skill Set		
Target group	Those working across a broad spectrum of enterprises or sectors, where animal care is provided, and compliance with preventative biosecurity procedures is essential.	
Units	ACMINF301A	Comply with infection control policies and procedures in animal work
	ACMSUS201A	Participate in environmentally sustainable work practices
	RTE3407A	Identify and report unusual disease or plant pest signs
Pathway	<p>These units of competency may provide credit towards:</p> <ul style="list-style-type: none"> • ACM30110 Certificate III in Animal Studies • ACM30310 Certificate III in Captive Animals • ACM30410 Certificate III in Companion Animal Services • ACM40410 Certificate IV in Veterinary Nursing. 	
Suggested words for statement of attainment	These units of competency from the ACM10 Animal Care and Management Training Package meet the essential industry requirements related to compliance with infection control procedures.	

History

History

ACM10 Animal Care and Management Training Package replaces and supersedes RUV04 Animal Care and Management Training Package.

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets
Communication that contributes to productive	<p>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</p> <ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly
and harmonious relations across employees and customers	<ul style="list-style-type: none"> • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in

	<p>identifying and solving problems</p> <ul style="list-style-type: none"> • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
<p>Initiative and enterprise that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
<p>Planning and organising that contribute to long and short-term strategic planning</p>	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it

	<ul style="list-style-type: none"> • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies. The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry Requirements for Employability Skills

Industry Requirements for Employability Skills

The ACM10 Animal Care and Management Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to the specific industry sector requirements and the nature of the unit of competency. This means that Employability Skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to Employability Skills.

ACM10 Animal Care and Management Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

For example:

Animal technicians undertake animal technology functions within biomedical

Industry Requirements for Employability Skills

research or production environments. It is a key role of technicians to recognise and report non-conformance and maintain security and confidentiality of all client/institute/facility data and information. They generally work under strict operating procedures and must be able to access, record and present information accurately. Initiative and planning is required at all levels.

Veterinary nurses working in a veterinary clinic or practice must be able to communicate with all team members and clients in a professional manner. They generally work under strict clinical conditions and must be able to recognise their own shortcomings and seek advice and assistance when required.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007 *Essential Standards for Registration*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website < www.aqf.edu.au >.

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and VET, vary between each state and territory and can regularly change. The developers of this Training Package and DEEWR consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact AgriFood Skills Australia at www.agrifoodskills.net.au.

Requirements for RTOs including Assessors

In order to conduct training and assessment for statutory licensing, other industry registration or regulatory requirements, RTOs and assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

Licensing/Registration Requirements			
<p>This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.</p> <p><i>Licensing and registration requirements that apply to specific industries, and VET, vary between each state and territory and can regularly change. The developers of this Training Package and DEEWR consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.</i></p> <p>Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact AgriFood Skills Australia at www.agrifoodskills.net.au.</p> <p>Requirements for RTOs including Assessors</p> <p>In order to conduct training and assessment for statutory licensing, other industry registration or regulatory requirements, RTOs and assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.</p>			
Reference	License/Registration/Regulation	Jurisdiction	Requirements
All qualifications and units of competency	Animal welfare legislation, regulations and codes of practice	Federal as well as all states and territories	RTO and workers should consult with the relevant regulatory authority before undertaking this work
Preventative Biosecurity Skill Set and units of	Biosecurity and quarantine legislation and regulations	Federal as well as all states and territories	RTO and workers should consult with relevant regulatory authority before

competency ACMATE302A ACMINF301A			undertaking this work
Certificate IV and Diplomas in Veterinary Nursing	Veterinary Practitioners Board registration	Western Australia	RTO and workers should consult with the relevant regulatory authority before undertaking this work
Unit of competency ACMMIC401A	Microchip implantation	All states and territories	RTO and workers should consult with relevant regulatory authority before undertaking this work
Units of competency ACMVET402A ACMVET503A	Radiography	All states and territories	RTO and workers should consult with relevant regulatory authority before undertaking this work
Units of Competency ACMACR408A ACMATE305A	Euthanasia of animals	All states and territories	RTO and workers should consult with relevant regulatory authority before undertaking this work
Native Animal Rehabilitation Skill Sets and associated units of competency	Native animal rehabilitation permits	All states and territories	RTO and workers should consult with relevant regulatory authority before undertaking this work
Units of competency ACMACR408A ACMATE305A	Firearms licence	All states and territories	RTO and workers should consult with relevant regulatory authority before undertaking this work
A range of units of competency	Use, application and storage of therapeutic and controlled substances	All states and territories	RTO and workers should consult with relevant regulatory authority before undertaking this work
Specifically Animal Technology units of competency. Generally all units in Training Package due to use of animals for teaching purposes	Care and use of animals for scientific purposes	Federal as well as all states and territories	RTO and workers should consult with relevant regulatory authority/ies before undertaking this work

Certificate III in Farriery	To practice as a farrier on racecourses in some states or territories	State or Territory Rules of Racing	RTO and workers should consult with relevant regulatory authority before undertaking this work
Requirements for Assessors			
Assessors will be required to meet the AQTF requirements. This includes meeting the required licensing, registration or regulatory requirements as well as demonstrated technical competency for the ACM units assessed.			
Requirements for Candidates			
Requirements for RTOs			
<p>RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of units have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the unit of competency.</p> <p>Wherever possible integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each unit of competency.</p>			
Design of assessment			
<p>The design of assessment needs to ensure that all aspects of competency are covered:</p> <ul style="list-style-type: none"> • task skills (performance of individual tasks) • job/role environment skills (deals with the responsibilities and expectations of the workplace) • relevant underpinning knowledge <p>and where qualification levels require:</p> <ul style="list-style-type: none"> • task management skills (managing a number of different tasks within the job) • contingency management skills (responding to problems, breakdowns and changes in routine). 			
Evidence gathering methods			
<p>Evidence gathering methods must be gender and culturally-inclusive and take into account the language, literacy and numeracy skills of both candidate and assessor. Assessors may consider:</p> <ul style="list-style-type: none"> • incorporating a range of assessment techniques • integrating the assessment of units related to the performance of 'whole of work' tasks, 			

roles or functions

- using a holistic approach which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process
- assessing in the workplace (wherever possible), using familiar skills and materials
- eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
- ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- encouraging the candidate to ask questions to clarify instructions
- providing clarification of purpose and process of assessment
- considering cultural and gender issues when setting up the assessment.

Workplace assessment considerations

Where assessment is occurring in the workplace, assessors should consult on the assessment process with the parties involved. Candidates should be briefed on the process of making judgements against the standards and made to feel as relaxed as possible.

The assessment should take place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management. Third-party reports of workplace performance, if available, are helpful for this.

Consider the other staff in the workplace likely to be affected by the process. All staff directly or indirectly involved in the process should be briefed on the factors which will impact on them, such as duration or changes in work routine.

Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption. Assessment resources for this Training Package should provide ways in which to address these matters.

Assessment in a simulated environment

Where assessment is occurring out of the workplace, it is important to ensure that:

- the assessment takes place in a situation as close as possible to workplace reality
- all aspects of competency are assessed
- the assessment takes place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management (third-party reports of workplace performance, if available, are helpful for this)
- equipment, resources and documents used in assessment closely reflect workplace reality.

It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. The simulation or

assessment environment must provide opportunities to:

- demonstrate use of required equipment and other resources
- show the complexity of dealing with multiple tasks
- reflect time pressures and deadlines
- involve prioritising among competing tasks
- deal with customers/clients, including difficult ones
- work with others in a team
- communicate with diverse groups
- find, discuss and test solutions to problems
- explore animal health, welfare and ethical issues
- explore health and safety issues
- answer practically-oriented, applied knowledge questions
- show the level of verbal and written expression sufficient for, but not exceeding, the work requirements.

Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- lack of numbers preventing the establishment of traditional class sizes
- physical remoteness of some communities, where access to training facilities is limited
- scarcity of trainers with the required industry experience
- scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- recruiting suitably qualified workplace supervisors to oversee instruction and assessment on the job
- travelling to remote workplaces to provide instruction and assessment
- use of technology (e.g. email, video demonstration, CDs and internet) and self-paced resources
- use of block release delivery methodology.

Training and assessment for schools

Implementation of ACM10 Animal Care and Management Training Package within the school sector needs to ensure the following:

- currency of skills and knowledge of those charges with training and assessing students
- access to industry-current equipment, facilities and training resources so that students

acquire a realistic view of the realities and conditions within the workplace

- comprehensive coverage of underpinning skills and knowledge as delineated within the units of competency
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

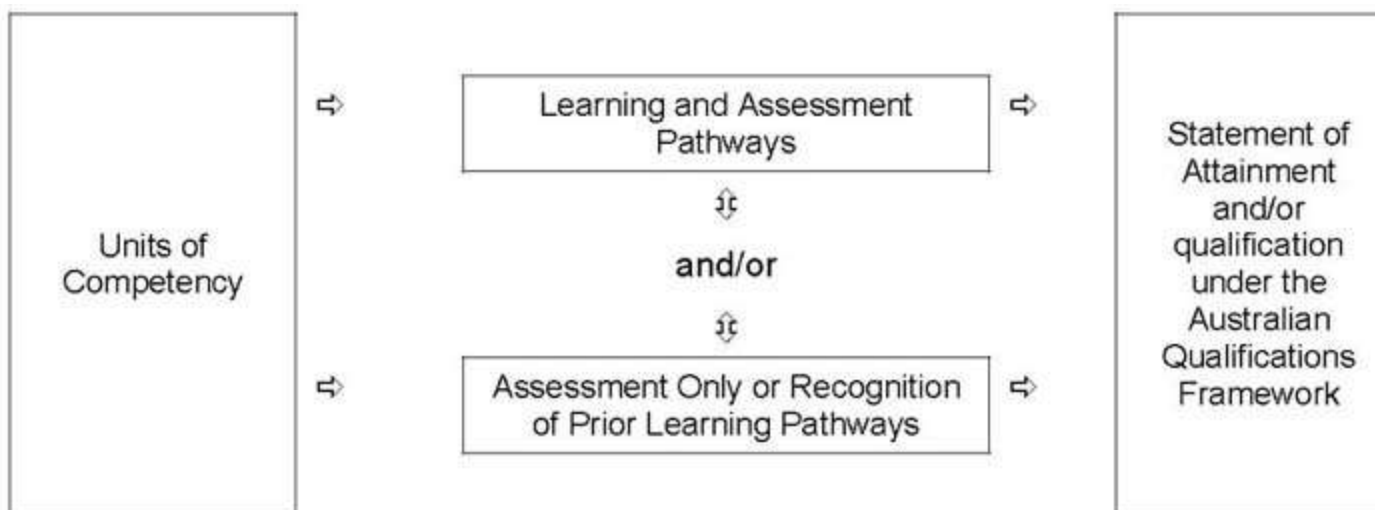
It is recommended that delivery of qualifications in schools should only include Certificates I and II.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		<i>Training and assessment is delivered by trainers and assessors who:</i>
	a)	<i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i>
	b)	<i>have the relevant vocational competencies at least to the level being delivered or assessed</i>
	c)	<i>continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services.</i>

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service < www.ntis.gov.au>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency

- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

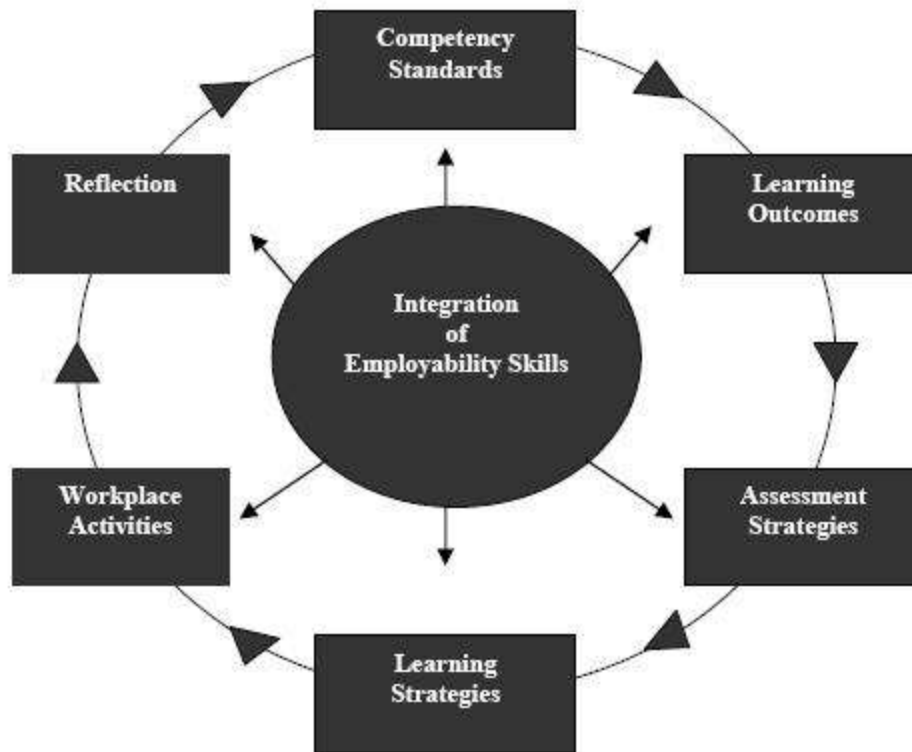
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5		<i>Assessment, including Recognition of Prior Learning:</i>
	a)	<i>meets the requirements of the relevant Training Package or accredited course,</i>
	b)	<i>is conducted in accordance with the principles of assessment and the rules of evidence, and</i>
	c)	<i>meets workplace and, where relevant, regulatory requirements.</i>

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at <http://www.agrifoodskills.net.au>.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Assessment for equity groups

It is important that assessment processes take into account a diversity of individual needs and learning styles related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.

Some inclusive assessment practices which will enhance the learning of all students include:

- know what, in particular, you are assessing, and make this clear to students
- create assessment activities in which students have the opportunity to link their learning to what they already know
- make your expectations clear
- make explicit the way in which competency will be assessed, both in discussion with the class beforehand and prior to any assessment activities
- provide alternative pathways to stated outcomes: allow for flexibility in approach, organisation and assessment. The greater the diversity of methods of assessment, the fairer the process for the greatest number of students
- make accommodations based on individual circumstance and need. Remember that students may need the opportunity to experiment to find the adaptation or

accommodation which best meets their learning needs

- include self-assessment as a component of the course. Self-assessment involves discussion with students about the criteria according to which they assess their own performance and the level of performance required for different levels
- discuss assessment alternatives with staff with previous experience teaching students with disabilities. You (and your department) should regularly review any alternative arrangements to ensure that these meet both the student's needs (which may change over time) and stated course outcomes.

Assessment for Indigenous learners

There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment. It is understood that Aboriginal and Torres Strait Islander people may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local

community

- ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the ACM10 Animal Care and Management Training Package. Principles that underpin assessment include:

- assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- assessments must provide constructive feedback to candidates and support for further competency development.

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning or integrity of the unit of competency. *Refer to the section on Competency Standards for more information.*

Assessment for people with a disability

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

It is important to remember that it is not the disability itself that should be of interest but its impact on the student's ability to access material and demonstrate knowledge.

Training providers have a legal obligation under the Disability Standards for Education to ensure that students who have a disability are able to access and participate in education without experiencing discrimination. The information provided below is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people

who have a disability.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a ‘person who has an intellectual disability’ and an ‘intellectually disabled person’. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests, etc. However, the term ‘intellectually disabled person’ refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person’s disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary, i.e. mechanisms may only need to be in

- place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become ‘natural’
 - adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a

reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party, independent of the training and/or assessment environment, may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Program, which ‘provides information, coordination and referral services for people with a disability interested in or enrolled in post-school education and training’ (www.deewr.gov.au). The Disability Education Standards Guidance Notes can also be accessed at on the DEEWR web site at:

www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/Disability_Standards_Education_Guidance_Notes_pdf.

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of disability	Reasonable adjustment
Acquired brain injury	<ul style="list-style-type: none"> • Memory aids (posters and notes) • Reflective listening skills • Stress minimisation

	<ul style="list-style-type: none"> • Time and patience.
Hearing impairment	<ul style="list-style-type: none"> • Audio loops for people using hearing aids • Plain English documents • Fire and alarm systems with flashing lights • Sign language interpreters • Telephone typewriters.
Intellectual disability	<ul style="list-style-type: none"> • Additional time • Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) • Mentors • Plain English documents • Practical learning sessions • Repetition of learning exercises.
Mobility impairment	<ul style="list-style-type: none"> • Access to aids, such as for holding documents • Adjustable tables • Lifting limits • Note-taking support • Verbal rather than written presentations • Personal computers • Wheelchair access.
Psychiatric disability	<ul style="list-style-type: none"> • Identification and avoidance of stresses • Ongoing rather than formal assessments • Reflective listening skills • ‘Time-out’ breaks in assessment.
Speech impairment	<ul style="list-style-type: none"> • Information summaries • Stress minimisation • Time and patience • Written rather than verbal opportunities • Additional writing time for assignments and tests.
Vision impairment	<ul style="list-style-type: none"> • Audiotapes • Braille translations • Enlarged computer screen images • Enlarged text and images • Good lighting or reading lamps • Guide dog provision • Informing the person before moving furniture • Voice synthesisers on computers.
<ul style="list-style-type: none"> • Training and assessment resources and information for equity groups <p>The following references provide a range of information and resources related to training and assessment for equity groups.</p> <ul style="list-style-type: none"> • The Australian Disability Clearing House on Education and Training 	

www.adcet.edu.au website includes resources and articles about the training and assessment of people with a disability.

- Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: www.natsiew.nexus.edu.au . In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.
- The Working with Diversity web site at www.westone.gov.au/workingwithdiversity includes a range of resources including:
 - *Working with diversity: A Guide to Equity and the AQTF*
 - *Working with diversity: Quality Training for Indigenous Australians*
 - *Working with diversity: Quality Training for People with a Disability*
- Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at www.deewr.gov.au.
- Other informative resources include:

LiteracyNet at www.literacynet.deewr.gov.au. The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

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Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself. Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole

- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	Prepare for and conduct a tour or presentation (communication, planning and organising)
Unit Descriptor	This unit of competency covers the process of providing basic information to customers on companion animal training, grooming and/or breeding establishments, and on products and services in a range of companion animal settings (communication)
Element	Contribute to project planning and implementation (communication, planning and organising)
Performance Criteria	Personal work practices comply with organisational policies, procedures and guidelines (self-management)
Range Statement	Feedback sources may include education specialist advisory groups (communication, teamwork, problem solving)
Required Skills and Knowledge	Suggest modifications to behavioural enrichment programs to improve animal comfort and learning opportunities (initiative and enterprise) Work as part of a team and in close working arrangements with the supervising veterinarian (teamwork) Use computer software applicable in the clinic including word processing, accounting and database patient records (self-management, learning, technology)
Evidence Guide	Competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time to cover a variety of

	circumstances, cases and responsibilities (self-management, planning and organising)
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Competency Standards - Industry Contextualisation

Competency Standards - Industry Contextualisation

ACM10 contextualisation guidelines

ACM10 Animal Care and Management Training Package is relevant to the broad spectrum of Australian industries where animal care is required, and users are encouraged to customise qualifications and contextualise units of competency to suit their enterprise or sector purposes, provided that the customisation rules are followed.

Customisation of this Training Package may be achieved by:

- choosing appropriate electives from units of competency provided in this Training Package
- importing elective units of competency from other Training Packages or accredited courses
- contextualising units of competency to better suit an enterprise or industry context.

The export of units to other Training Packages is encouraged provided the following rules are observed.

Choosing appropriate electives

The electives listed in ACM10 Animal Care and Management Training Package provide for skill development in all areas identified by industry representatives during consultations.

Most qualifications are able to be customised since candidates are able to choose particular combinations of elective units of competency to suit their individual needs or work context.

Importing elective units from other Training Packages or accredited courses

To achieve maximum cross-industry application, the packaging rules enable units of competency to be imported from any Training Package or accredited course that is directly relevant to the candidate's current or intended animal care work environment. In providing this flexibility it is incumbent on RTOs to ensure that the integrity of qualifications in the ACM10 Animal Care and Management Training Package is maintained. The following guidelines for importing units of competency apply.

- Imported units of competency must relate to the core functions or roles in the candidate's current or intended animal care work environment (for example, animal technology procedures, front line management, workplace training).
- The original title and code for the imported unit of competency must be retained.
- Imported units of competency must come from other endorsed Training Packages

Competency Standards - Industry Contextualisation

or accredited courses.

- Imported units of competency must align to the qualification level outlined in the relevant qualification packaging rules.

Exporting competencies to other Training Packages

ACM10 Animal Care and Management Training Package has application across a wide range of industries where animal care is required. All ACM10 Animal Care and Management Training Package units of competency may be imported to other Training Packages provided that:

- the original unit of competency code and unit title are retained
- they are only contextualised to the extent outlined in the *section on Competency Standards*
- the user advises the appropriate Industry Skills Council (ISC) in writing of the specific units of competency exported to enable input during future revisions and ongoing communication.

Contextualisation of units of competency

ACM10 Animal Care and Management Training Package units of competency are able to be used in a wide range of industry sectors and enterprises. To enable this, contextualising of the units of competency is actively encouraged provided the requirements outlined in the *section on Competency Standards* are met.

Appendices

Appendices

Appendix 1: Development of ACM10

Phase 1 consultation process – March to September 2006

In November 2005 the Board of Agri-Food Industry Skills Council (now AgriFood Skills Australia) approved the initiation of the RUV04 Animal Care and Management Training Package Phase 1 Review – Environmental Scan. The project began in March 2006.

The project was managed by AgriFood Skills Australia and a National Project Steering Committee (PSC). The terms of reference were to:

- oversee the general progress of the project to ensure it was managed effectively and efficiently

- confirm consultation strategy
- review and confirm the recommendations and actions based on stakeholder feedback
- assess and confirm project deliverables and timelines
- validate processes and outcomes at the appropriate stages during the project.

The individuals and enterprises/organisations represented on the PSC are set out in the following table:

Name	Enterprise/organisation
Jane Brownbill (Chair)	AgriFood Industry Skills Council
Ursula Alexander-Smith	Veterinary Nurses Council of Australia
Lorna Citer	Animal Health Australia
Julia Crawford	Australian Veterinarian Association
Kathi Eland	Department Employment Science and Training – VET Quality Branch
Geoff Gower	Pet Industry Association of Australia
Tracy Helman	Peter MacCallum Cancer Centre – Melbourne
Michele Jackson	At.All.Events Pty Limited – AgriFood Project Review Consultant
David Jones	Torrens Valley TAFE SA
Charlie Manolis	Cocodylus, Darwin
Stephen McGill	Western Sydney Institute of TAFE NSW
Russell McMurray	Department of Primary Industries – Victoria
Narelle Maxwell	Training Coordinator, RSPCA NSW
Joanne Morris	Western Australia State Training Authority
Judith Nettleingham	AgriFood Industry Skills Council
Margaret Rose	Animal Welfare Advisory Committee
Allan Sheridan	Department of Agriculture, Fisheries and Forestry
Graham Thompson	Northern Territory Primary Industries Training Advisory Committee

Philip Walsh	Em-Four Pty Ltd – Director of Courses and Programs – RTO specialising in Enforcement Management, Field Operations and Urban Regulation
Jenny Wardrop	AgriFood Industry Skills Council Project Manager
Heidi Wenk	Biotechnology and Animal Sciences, Box Hill TAFE VIC

The Environmental Scan used a range of research methods which met the requirements of the AgriFood Skills Australia Project Brief and DEST (now Department of Education, Employment and Workplace Relations – DEEWR) guidelines.

The research methodology included:

- desk audit of RUV04 and related Training Packages and historical data
- targeted research through surveys, semi-structured interviews and teleconferences with provider networks
- consultation and advice received from AgriFood Equity Evaluator
- consultation with representatives from Animal Care and Management industry groups and related industry stakeholders
- ongoing web-based research and liaison with consultants working on other AgriFood Skills Australia projects relevant to the RUV04 review.

Changes to Australian Government policy and procedures requiring the incorporation of employability skills, identification and removal of unnecessary duplication across and within units of competency, access and equity and template adherence were key considerations during this phase.

Industry stakeholder consultation

Three structured questionnaires were developed and distributed via the PSC and animal care and management (ACM) eAlert Groups and other industry networks. In excess of 400 questionnaires were distributed to employers and those working in ACM sectors, training providers and other industry stakeholders. One hundred responses were received as well as papers and other feedback information provided by industry and RTO representatives. The survey analysis and outcomes discussion paper formed the basis for further stakeholder input and development of the draft Phase 1 – Environmental Scan which was signed-off by the PSC in September 2006.

Communication mechanisms included:

- ACM eAlert Group established, with over 400 industry and related contacts, to provide general updates and request further feedback
- telephone and email contact with many stakeholders to discuss aspects of the review
- AgriFood Skills Australia website project overview updates, including 'provide feedback'

section

- PSC teleconferences
- face-to-face meetings with a range of industry sector groups, including:
 - Primary Skills Victoria and ACM Training Provider Network preliminary meeting
 - Initial PSC meeting
 - TAFE NSW ACM Head Teacher Network
 - Primary Skills Victoria – ACM Technical session
 - National Industry Advisory Group for Veterinary Nursing
 - National Animal Health Training Steering Committee
 - NSW Animal Welfare Advisory Committee
 - Pet Industry Association of Australia
 - NSW Rural and Related Industry Training Advisory Committee- ACM Standing Committee.

Farrriery Phase 1

A similar process was undertaken for the farrriery environmental scan process. In consultation with the Master Farrriers Association (MFA) and the Australian Farrriers and Blacksmiths Association (AFBA), an industry advisory group was formed in May 2006. The advisory group was made of representatives from the national and state affiliates of the two farrriery associations as well as RTOs and state/territory training advisory bodies (ITABs).

In September 2006 the Industry Advisory Group unanimously supported integration of the Victorian accredited Certificate III in Farrriery (Trade) course into the Animal Care and Management Training Package.

Phase 2 consultation and validation process – February 2009 to April 2010

Phase 2 was managed by AgriFood Skills Australia, in conjunction with a new National Reference Group (NRG). The terms of reference were to:

- oversee the general progress of the project to ensure it was managed effectively and efficiently
- confirm consultation strategy
- review and confirm the recommendations and actions based on stakeholder feedback
- assess and confirm project deliverables and timelines
- validate processes and outcomes at the appropriate stages during the project
- confirm project deliverables are ‘fit for purpose’ and ready for presentation to begin the ISC Training Package Quality Audit Process.

The individuals and enterprises/organisations represented on the NRG are set out in the following table:

Name	Enterprise/organisation
Julia Crawford	National Industry Advisory Group for Veterinary Nursing and Australian Veterinarian Association
Heidi Wenk	Box Hill Institute of TAFE, Course Coordinator Captive Animals
Tracy Helman	Victoria Department of Primary Industries, Bureau of Animal Welfare
Nicole Bourne	Operations Coordinator, Pets Galore – Pet Industry Association of Australia Queensland representative
Tammy Pavelic	Department of Education, Employment and Workplace Relations DEEWR (observer)
Cheryl Bald	DFEEST SA, Senior Project Officer (STA representative)
David Greentree	AgriFood Skills Australia
Michele Jackson	At.All.Events Pty Limited – Project Consultant ACM Training Package Review

An RUV04 Review Working Paper was distributed to stakeholders listed in the AgriFood Skills Australia database in March 2009. Following feedback on the review paper a round of face-to-face state consultation meetings were conducted in Victoria, South Australia, Queensland, New South Wales and Western Australia. Two teleconferences were held with the Northern Territory Primary Industries Training Advisory Council.

Feedback received from these processes was then used to inform the development of new units of competency, revision of existing units and qualifications with the assistance of:

- a range of technical experts across the ACM industry sectors
- representatives of RTOs who already offer current qualifications and/or are intending to offer new qualifications

Drafts of all units of competency and qualifications were then posted on the AgriFood Skills Australia website for validation and stakeholders were advised by email about how to access the site and provide feedback. Another round of face-to-face meetings were held in New South Wales, Victoria, Queensland and South Australia as well as a number of teleconferences with other stakeholder groups. In all, validation draft feedback was received from over 100 industry, RTO, Industry Advisory Bodies and STA stakeholders.

This feedback was used to further refine the units and qualifications in conjunction with a range

of technical experts prior to final editing.

The final drafts of the new units and qualifications have been validated and signed-off by all major stakeholders (both industry and RTOs) with no outstanding or unresolved issues. Validation and acceptance of final drafts was undertaken via the AgriFood website and email.

The following individuals and organisations participated in the development process. The contribution of their expertise and input is greatly appreciated.

Name	Organisation	State
Jenny Arkle	Animal Health Australia	ACT
Dr Peter Gibbs	National Industry Advisory Group for Veterinary Nursing (NIAG)/Australian Veterinary Association/Yass and Canberra Veterinary Hospitals	ACT/NSW
Barnie Rogers	Western Sydney Institute of TAFE (Richmond)	NSW
Ben Rochester	Western Sydney Institute of TAFE (Bankstown)	NSW
Brad McKenzie	Taronga Training Institute, Taronga Conservation Society Australia	NSW
Chris McKinnon	New England Institute of TAFE	NSW
Christine Sercombe	Western Sydney Institute of TAFE (Richmond College)	NSW
Deb Ryan	Dog Grooming Australia	NSW
Diane Ryan	NSW Dept of Primary Industries	NSW
Donna Schofield	Sydney Institute of TAFE	NSW
Dr Deborah Neutze	Australian Veterinary Association/NSW NIAG	NSW
Dr Joanne Sillince	Pet Industry Association of Australia	NSW
Dr Julia Crawford	National Industry Advisory Group for Veterinary Nursing (NIAG)/Australian Veterinary Association	NSW
Dr Peter Gibbs	National Industry Advisory Group for Veterinary Nursing (NIAG)/Australian Veterinary Association	NSW
Dr Phillip Brain	National Industry Advisory Group for Veterinary Nursing (NIAG)/Australian Veterinary Association	NSW

Gary Zohrab	New England Institute of TAFE	NSW
Gerard Lim	Western Sydney Institute of TAFE (Bankstown)	NSW
Graeme Phipps	Western Sydney Institute of TAFE (Richmond College)	NSW
Graeme Phipps	Western Sydney Institute of TAFE (Richmond)	NSW
Greg Bryant	Sydney Institute of TAFE	
Greg Stuart	New England Institute of TAFE	NSW
Helen Power	Veterinary Nurses Council of Australia/National Industry Advisory Group for Veterinary Nursing/NSW Rural and Related PITAB	NSW
Joan Pracey	Western Sydney Institute of TAFE (Richmond)	NSW
Laurie Fletcher	Hunter Institute of TAFE	NSW
Laurie Milner	Western Sydney Institute of TAFE (Richmond)	NSW
Malcolm France	Australian and NZ Society for Laboratory Animal Science	NSW
Margaret Murdoch	Western Sydney Institute of TAFE (Bankstown)	NSW
Melissa Weltman	AgriFood Skills Australia Industry Liaison Officer	NSW
Melissa Wyatt	Taronga Training Institute, Taronga Conservation Society Australia	NSW
Mia Collins	Hunter Institute of TAFE	NSW
Michael Bourke	TAFE NSW Training and Education Support – Industry Skills Unit	NSW
Narelle Maxwell	RSPCA NSW	NSW
Neely Hopkins	NSW Division, Veterinary Nurses Council of Australia	NSW
Phil Harvey	New England Institute of TAFE	NSW
Rachel Milne	Western Institute of TAFE	NSW
Rebecca-Lea Reilly	The Children's Hospital Westmead Transgenic Facility	NSW
Ronnie Yap	Department of Education and Training (VETAB)	NSW
Sandra Vodic	Illawarra Institute of TAFE	NSW

Sandie Brown	Macquarie University	NSW
Sean Le	Department of Education and Training (VETAB)	NSW
Stephen McGill	Western Sydney Institute of TAFE (Richmond)	NSW
Terry Ly	Sydney Institute of TAFE	NSW
Ken Howlett	NT Primary Industry Training Advisory Council	NT
Marianne St Clair	NT Primary Industry Training Advisory Council	NT
Laurie Zio	Department of Education and Training (STA)	NT
Barbara Bishop	Queensland Rural Industry Training Council	QLD
Bob Ward	Rural Skills Australia	QLD
Di Edelman	Dept of Primary Industries and Fisheries	QLD
Dr Bruce Rich	Queensland Rural Industry Training Council	QLD
Dr Gaille Perry	Brisbane North Institute of TAFE/Delta Society Australia	QLD
Dr Peter Chamberlain	University of QLD/Chamberlain Vet Service Pty Ltd	QLD
Dr Sue Fowkes	Australian Veterinarians Association/Brisbane North Institute of TAFE	QLD
Dr Trish Clarke	University of QLD/Australian Veterinarian Association	QLD
Helen Egan	Australian Agriculture College Corporation	QLD
Janine Temple	Animal Industry Resource Centre	QLD
Jim Watson	Metropolitan South Institute of TAFE	QLD
Jodie Swan	Greencross Vet Clinic/Australian Agriculture College/Veterinary Nursing Council of Australia	QLD
Kerry Haynes-Lovell	Brisbane North Institute of TAFE/Australia Regional Association of Zoological Parks and Aquaria Association	QLD
Mark Pace	University of Queensland	QLD
Michele John	Department of Education and Training (STA)	QLD
Nicole Bourne	Pet Industry Association of Australia/Pets Galore	QLD

Renee Chamberlain	Metropolitan South Institute of TAFE	
Sheila Thompson	Queensland Rural Industry Training Council	QLD
Suzanne Cassidy	Queensland Institute of Medical Research/Australia and New Zealand Laboratory Animal Association	QLD
Walter Joycey	Department Education and Training (STA)	QLD
Yvon Wigley	Queensland Rural Industry Training Council	QLD
Andrea Lewis	RSPCA	SA
Andrew Bartlett	University of Adelaide	SA
Ann Horne	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Cheryl Bald	SA DEEFST	SA
David Jones	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Deb Kelly	Animal Welfare Unit	SA
Evie Verdini Fensom	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Helen Smith	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Ian Hough	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Janet Piwen	Animal Welfare League	SA
Jo Kennedy	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Jo Powell	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Karen Moore	TAFE SA Training Products and Curriculum Unit	SA
Leanne Page	Animal Welfare League	SA
Lewis Vaughan	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA

Lindell Andrews	Adelaide Zoo/Royal Zoological Society of SA	SA
Margaret Davidson	TAFE SA Training Products and Curriculum Unit	SA
Mark Cody	SA Primary Industries Skills Council	SA
Vicky Whiteway	Royal Zoological Society	SA
Wendy Wajer	TAFE SA Gilles Plains Institute Veterinary and Applied Science	SA
Debra Doherty	Skills Tasmania (STA)	TAS
Michael McGee	Skills Tasmania (STA)	TAS
Marylou Conway	Department of Primary Industries, Parks, Water and Environment	TAS
Patsy Davies???	Department of Primary Industries, Parks, Water and Environment	TAS
Alanna Kirley	Goulburn Ovens Institute of TAFE	VIC
Andrew Naughton	Ludwig Institute	VIC
Andrew Young	Australian Pet Super Store/Pet Industry Association of Australia	VIC
Bev Drake	Werribee Open Range Zoo	VIC
Dr Bill Harkin	Australian Veterinary Association	VIC
Catheryn O'Brien	Walter and Eliza Hall Institute of Medical Research	VIC
Cathy Pawsey	Victoria Dept of Primary Industries – Bureau of Animal Welfare	VIC
Celia Turnbull	Goulburn Ovens Institute of TAFE	VIC
Chris Jarvinen	Peter MacCallum Cancer Centre	VIC
Christina Ramsauer	Box Hill Institute of TAFE	VIC
Dan Maloney	Zoos Victoria	VIC
David Berry	The Lost Dogs' Home	VIC
Deahnn Johnson	Victoria University/Lost Dogs Home	VIC

Deb Dyson	Box Hill Institute of TAFE/Zoos Victoria	VIC
Dr Rod Salter	Australian Veterinary Dental Society/Melbourne Veterinary Referral Centre	VIC
Dr Susan Maastricht	Box Hill Institute of TAFE	VIC
Dr Trish Stewart	Box Hill Institute of TAFE/Australian Veterinary Association	VIC
Elaine Major	Walter and Eliza Hall Institute of Medical Research	VIC
Elisa Borg	University of Melbourne	VIC
Elke Tapley	Knox City Council/Australian Institute of Animal Management	VIC
Erin Robb	Box Hill Institute of TAFE	VIC
Greg Gordon	Victoria University	VIC
Gill Carter	Walter and Eliza Hall Institute of Medical Research	VIC
Gordon Griffin	Rural Skills Australia	VIC
Graham Farley	Equitarian Equine Dentistry	VIC
Grant Moro	Primary Skills Victoria	VIC
Greg Hallinan	Primary Skills Victoria	VIC
Hans Van Heesben	Australia Dog Training Academy	VIC
Heidi Wenk	Box Hill Institute of TAFE	VIC
Igor Grattan	Australian Services Union	VIC
Jane Bindloss	Veterinary Nurses Council of Australia	VIC
Jennifer Buttress	Northern Melbourne Institute TAFE	VIC
Jenny Davis	Melbourne University	VIC
Julia Fyfe	Box Hill Institute of TAFE	VIC
Julie Merryfull	Walter and Eliza Hall Medical Research Centre	VIC
Kate Bryce	Primary Industry Curriculum Maintenance Manager	VIC

Kathy Hanzinikolas	Walter and Eliza Hall Institute of Medical Research	VIC
Katrina Miller	National Dog Trainers Federation	VIC
Kim Huett	Box Hill Institute TAFE	VIC
Leanne McCleary	Victoria University	VIC
Liz Hoffmann	Woofpurnay Vet Hospital/Australian College of Applied Animal Studies	VIC
Lorraine Jolly	Zoos Victoria	VIC
Louise O'Gormann	Northern Melbourne Institute of TAFE	VIC
Magdy Sourial	Australian Animal Technicians Association	VIC
Melanie Asquith	Peter MacCallum Cancer Centre	VIC
Michelle McMurtrie	Monash Medical Centre Animal Facilities	VIC
Monika Generowiz	Monash Medical Centre Animal Facilities	VIC
Naomi Friede	Department of Primary Industries, Bureau of Animal Welfare	VIC
Peter Courtenay	Melbourne Zoo	VIC
Sam McCurdy	Box Hill Institute of TAFE	VIC
Sandra Simpson	Box Hill Institute of TAFE	VIC
Selma Gotsbacher	Victoria University	VIC
Shane Willis	Aquarium Industries Pty Ltd	VIC
Simon Parker	Hume City Council	VIC
Sophie Agius	Murdock Children's' Research Institute	VIC
Terese Johns	Walter and Eliza Hall Institute and Industry Advisory Group	VIC
Tracy Helman	Victoria Dept of Primary Industries – Bureau of Animal Welfare	VIC
Trish Stewart	Box Hill Institute TAFE	VIC
Ursula	Veterinary Nurses Council of Australia/AgriFood Rural	VIC

Alexander-Smith	and Related Standing Committee	
Alison Lyons	Australian Veterinary Association, WA Division	WA
Andrea Thygesen	Primary Industries and Personal Services, Curriculum Support Services Network	WA
Anne Holder	Swan Institute of TAFE	WA
Christine Sparham	Primary Industries and Personal Services, Curriculum Support Services Network	WA
Deborah Lavery	Swan Institute of TAFE	WA
Dr Beverley Taylor	Swan Institute of TAFE	WA
Dr Kay Jansen	Swan Institute of TAFE	WA
Dr Neville Robertson	National Industry Advisory Group for Veterinary Nursing (NIAG)/Australian Veterinary Association	WA
Dr Sue Godfrey	Veterinary Surgeons' Board	WA
Dr Sue Jordan	Primary Industry Training Advisory Council	WA
Glenys Essex	Department of Education and Training (Apprenticeships)	WA
Gwen Dasborough	WA Assistance Dogs Inc	WA
Kay Gerard	Primary Industry Training Advisory Council	WA
Ken Storrs	Challenger Institute of TAFE	WA
Kerry Barnyard	Swan Institute of TAFE	WA
Lauren Pike	Veterinary Nurses Council of Australia	WA
Lisa Kerwick	Swan Institute of TAFE	WA
Lucinda Pita	Department Education and Training (STA)	WA
Melissa Vanhoe	Swan Institute of TAFE	WA
Pam Smith	Perth Zoo	WA
Paul Davey	Grantham St Vet Clinic/Australian Veterinary Association	WA
Ron Fleming	Racing and Wagering WA	WA
Sherry Stephen	Animal Resources Centre	WA

Vicky Whiteway	Royal Zoological Society	WA
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