**Australian Government**

**Department of Education, Employment and Workplace Relations**

# ACMGAS202A Participate in workplace communications

**Revision Number: 2**

# ACMGAS202A Participate in workplace communications

## Modification History

March 2012: Minor typographical corrections.

## Unit Descriptor

| Unit descriptor | This unit of competency covers the process of effectively participating in workplace communications in an animal care and management environment.<br><br>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. |
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## Application of the Unit

| Application of the unit | This unit is applicable to new entrants to the animal care and management industry. Animal care may occur in a wide variety of workplaces, including retail pet stores, kennels and catteries, shelters, veterinary practices, zoos, animal research facilities and others.<br><br>In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised. |
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units | | |
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## Employability Skills Information

| Employability skills | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
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| 1. Follow routine spoken messages | 1.1. Required information is gathered by listening and is correctly interpreted.<br><br>1.2. Instructions and procedures are followed in an appropriate sequence for the task and in accordance with the information received.<br><br>1.3. Clarification is sought from the workplace supervisor on all occasions when any instruction or procedure is not understood. |
| 2. Perform workplace duties following routine written notices | 2.1. **Written notices** and instructions are read and interpreted correctly.<br><br>2.2. Routine written instructions and procedures are followed in sequence.<br><br>2.3. Clarification is sought from the workplace supervisor on all occasions when any instruction or procedure is not understood. |
| 3. Obtain and provide information in response to workplace requirements | 3.1. Specific **relevant information** is obtained from the relevant **source**.<br><br>3.2. Information is interpreted correctly.<br><br>3.3. Information is provided clearly and precisely in written or verbal format as required.<br><br>3.4. Personal **interaction** is courteous and enquiries are made clearly and concisely.<br><br>3.5. Defined procedures for the location and **storage** of information are used. |
| 4. Complete relevant work-related documents | 4.1. **Work-related documents** are completed accurately and legibly.<br><br>4.2. Workplace data is recorded manually or electronically using standard workplace forms and documents.<br><br>4.3. Basic mathematical processes are used for **routine workplace calculations**.<br><br>4.4. Errors in recording information on forms and documents are identified and rectified.<br><br>4.5. Reporting requirements to supervisor are completed according to organisational guidelines. |
| 5. Participate in **workplace meetings and discussions** | 5.1. Team meetings are attended on time.<br><br>5.2. Own opinions are clearly expressed and those of others are listened to without interruption.<br><br>5.3. Meeting inputs are consistent with the meeting |

      

| ELEMENT | PERFORMANCE CRITERIA |
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|  | purpose and established *protocols*. |
|  | 5.4. *Workplace interactions* are conducted in a courteous manner. |
|  | 5.5. Questions about routine workplace procedures and matters concerning conditions of employment are asked and responded to. |
|  | 5.6. Outcomes of meetings and discussions are interpreted and implemented within own responsibility. |

# Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
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| This section describes the skills and knowledge required for this unit. |

| **Required skills** |
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| • literacy skills to read, select and follow organisational policies and procedures, including occupational health and safety (OHS); follow sequenced written instructions; and record the information accurately and legibly |
| • oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor |
| • interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities |
| • numeracy skills to estimate, calculate and record routine workplace measures, such as animal vital signs and food and water rations/intake for animals |
| • problem-solving skills to use available resources and prioritise daily tasks. |

| **Required knowledge** |
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| • different modes of communication (e.g. written, verbal and non-verbal) |
| • effective communication, including the role of non-verbal communication |
| • effective communication in a work team |
| • communication procedures and systems, and technology relevant to the organisation and the individual's work responsibilities |
| • OHS legislative requirements and codes of practice. |

# Evidence Guide

| EVIDENCE GUIDE | |
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| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. | |
| **Overview of assessment** | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can: <br><br> • follow routine spoken messages <br> • follow workplace written notices when performing workplace duties, including instructions and organisational policies and procedures <br> • obtain and provide information in response to workplace requirements <br> • communicate effectively with supervisor, clients and other staff <br> • participate in workplace meetings and discussions <br> • complete forms and record workplace data. <br><br> The skills and knowledge required to participate in workplace communications must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. |
| **Context of and specific resources for assessment** | Assessment of this unit may be completed in an animal care workplace or in a situation that reproduces normal work conditions. Workplaces can include pet shops, breeding or boarding kennels and catteries, aviaries, companion animal training, grooming establishments, animal shelters, zoos, mobile animal facilities, veterinary practices. <br><br> There must be access to a range of animals as well as relevant information, equipment and/or resources to enable one to demonstrate competence. |
| **Method of assessment** | To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order |

| EVIDENCE GUIDE | |
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| | to cover a variety of circumstances and where possible, over a number of assessment activities.<br><br>Suggested strategies for this unit are:<br><br>• written and/or oral assessment of candidate's required knowledge<br>• observed, documented and first-hand testimonial evidence of candidate's application of practical tasks<br>• simulation exercises that reproduce normal work conditions<br>• workplace documentation<br>• third-party evidence.<br><br>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role. |
| **Guidance information for assessment** | Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds). |

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# Range Statement

| **RANGE STATEMENT** | |
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| The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included. | |
| ***Written notices*** may include: | • dockets with customer/client details<br>• enterprise-specific data<br>• industry network details<br>• instructions<br>• labels, symbols, signs, tables and simple graphs<br>• notes, rosters and messages<br>• organisational policies and procedures<br>• OHS information and safety material<br>• patient treatment sheets, cage cards and client notices<br>• personnel information<br>• standard operating procedures. |
| ***Relevant information*** may include: | • animal feeding regimes<br>• animal health and welfare procedures<br>• customer/client details<br>• manufacturers' specifications for equipment/machinery<br>• material safety data sheets (MSDS)<br>• organisational policies and procedures<br>• safe operating procedures<br>• terms and conditions of employment. |
| ***Source*** may include: | • customer/clients<br>• industry associations and bodies<br>• local government<br>• supervisors<br>• suppliers<br>• training personnel<br>• work/team mates. |
| ***Interaction*** with others should be conveyed: | • efficiently, effectively, responsively, courteously and supportively<br>• presenting the organisation in a positive way<br>• using correct forms of greeting, identification |

**RANGE STATEMENT**

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| | and address as required. |
| Data *storage* may include: | • manual or computer-based filing systems relevant to the organisation. |
| *Work-related documents* may include: | • animal health records within level of own responsibility<br>• animal nutrition records within level of own responsibility<br>• cleaning and maintenance records<br>• personnel forms<br>• telephone message forms<br>• safety reports<br>• work rosters and daily work schedules. |
| *Routine workplace calculations* may be required to: | • measure and record animal vital signs<br>• record animal food rations and water provided<br>• record animal food and water intake. |
| *Workplace meetings and discussions* may include: | • formal and informal group or team meetings<br>• small and large groups or teams<br>• teams based on work function, level of supervision work rosters or other criteria. |
| *Protocols* may include: | • complying with meeting decisions and obeying meeting instructions<br>• observing meeting conventions. |
| *Workplace interactions* may include: | • verbal discussions:<br>  • electronic and two-way radio<br>  • face to face<br>  • telephone<br>• written interactions:<br>  • electronic<br>  • memos<br>  • diagrams<br>  • instructions and forms<br>  • notice boards<br>• non-verbal interactions:<br>  • body language<br>  • gestures<br>  • signals and signs. |

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# Unit Sector(s)

| Unit sector | General animal studies |
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# Competency field

| Competency field | |
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# Co-requisite units

| Co-requisite units | | |
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