RUV04

Animal Care and Management Training Package

Qualifications Framework

Assessment Guidelines

National Competency Standards
(Animal Care and Management and Imported)

The contents of this volume refer only to the endorsed components of RUV04 Animal Care and Management Training Package.

Endorsed by the National Training Quality Council in 27 February 2004. This Training Package is to be reviewed by 27 February 2007.
Qualifications

RUV10104 Certificate I in Animal Studies
RUV20104 Certificate II in Animal Studies
RUV30104 Certificate III in Animal Technology
RUV30204 Certificate III in Captive Animals
RUV30304 Certificate III in Companion Animal Services
RUV40104 Certificate IV in Animal Control and Regulation
RUV40204 Certificate IV in Captive Animals
RUV40304 Certificate IV in Companion Animal Services
RUV40404 Certificate IV in Veterinary Nursing
RUV50104 Diploma of Animal Technology
RUV50204 Diploma of Veterinary Nursing (Surgical)
RUV50304 Diploma of Veterinary Nursing (Dental)
RUV50404 Diploma of Veterinary Nursing (Emergency and Critical Care)
Notice on use of current version

Training Packages are not static documents. Changes are made periodically to reflect the latest industry practices.

Before commencing any form of training or assessment, you must ensure delivery is from the current version of the Training Package.

To ensure you are complying with this requirement:

- check the Print Version Number found just below the copyright statement on the imprint page of your current Training Package;
- access the ATP website (http://www.atpl.net.au) and check the latest Print Version Number, which is displayed in the sample of the Training Package;
- in cases where the Print Version Number is later than yours, the Print Version Modification History in the Training Package sample on the ATP website will indicate the changes that have been made.

The Modification History is also available on the website of the Rural Training Council of Australia, the developer of the Animal Care and Management Training Package (http://www.rtca.com.au).

The National Training Information Service (http://www.ntis.gov.au) also displays any changes in the Units of Competency and the packaging of qualifications.
## Modification History

<table>
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<tr>
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<th>Date of Release</th>
<th>Authorisation</th>
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<td>1</td>
<td>12/03/2004</td>
<td>NTQC</td>
<td>Primary release. Note: - RUV98 Veterinary Nursing Training Package was endorsed in 1998. Its review led to the endorsement of RUV04 Animal Care and Management Training Package which included a review of the Veterinary Nursing qualifications and units of competency and the development of qualifications and units of competency for four new industry sectors (Animal Control and Regulation, Animal Technology, Captive Animals and Companion Animal Services). - There is no equivalence in coding and / or numbering of qualifications and units of competency between RUV98 Veterinary Nursing and RUV04 Animal Care and Management. - There is no equivalence in the Certificate II in Animal Studies within RUV98 Veterinary Nursing and RUV04 Animal Care and Management. - For advice on equivalence between units of competency in RUV98 Veterinary Nursing and RUV04 Animal Care and Management, please refer to the Animal Care and Management Mapping Guide in Part F – Additional Information. - All qualifications and units of competency developed for the four new industry sectors (Animal Control and Regulation, Animal Technology, Captive Animals and Companion Animal Services) are new.</td>
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**Forms control:** All endorsed training packages will have a version number displayed on the imprint page and footer of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately before the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.
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Part A  Introduction
1 What is a Training Package?

Training Packages are a key feature of vocational education and training in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simple, flexible and relevant to the needs of industry.

**Training Packages are developed by industry for industry**

The Australian National Training Authority (ANTA) funds national Industry Training Advisory Bodies (ITABs) and recognised bodies to develop Training Packages. Extensive consultation occurs during development to ensure that the Training Package is relevant and useable. Before the completed Training Package is endorsed for use, the developer or ITAB must validate it and show that it has broad industry support.

**Training Packages encourage flexibility in training**

Training may occur at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement or work simulation. Usually it involves a combination of these methods, depending on what suits the learner and the type of learning and particular vocational outcome.

**Training Packages provide many pathways to competency**

Australians can achieve vocational competency in many ways. Training Packages acknowledge this by emphasising what learners can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the standards and gain a qualification without completing a formal training course.

1.1 Training Package Components

A Training Package comprises two components: endorsed materials and support materials. ANTAs National Training Quality Council (NTQC) oversees the endorsed component.

**Endorsed Materials**

Endorsed components of a Training Package consist of three parts: Competency Standards, National Qualifications and Assessment Guidelines. Each of these components is outlined below.

**Competency Standards** provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered in the Training Package. They enable enterprises to accurately define particular roles within industry, and are a useful guide when designing job classifications, workplace appraisal and skill development. They are the basis for designing vocational education and training courses and assessment approaches for delivery off the job by registered training providers.

Key features include:

- Each unit of competency identifies a discrete workplace requirement.
Part A – Introduction

- Units incorporate the knowledge and skills that underpin competency. They encompass relevant values and attitudes, language, literacy and numeracy, and occupational health and safety (OHS) requirements.

- Key competencies are identified at the competency or qualification level.

- Units are flexible in how they can be applied, but they are sufficiently detailed to guide registered training organisations (RTOs) and assessors, and to provide consistent outcomes.

**National qualifications** within the Australian Qualifications Framework (AQF) are awarded when a learner (who might be an employee) has been assessed as achieving a combination of units of competency that provides a meaningful outcome at an industry or enterprise level. Each qualification consists of a number of core and/or elective units of competency that industry representatives consider workers require to perform a particular job. Where an individual achieves one or more units of competency without completing a qualification, a Statement of Attainment is issued that recognises the achievement.

Key features include:

- Each qualification (comprising specified units of competency) is aligned directly against the AQF.

- The qualifications covered within a Training Package may range from Certificate I to Advanced Diploma, and will include the national title for each qualification.

- New apprenticeship pathways will be identified within the Training Package.

- The qualification will display the nationally recognised training logo.

A Statement of Attainment is issued to individuals who have been assessed and deemed competent against a unit of competency. Statements of Attainment issued by one RTO must be recognised by other RTOs. Accrual of specified Statements of Attainment can eventually lead to a learner meeting all the requirements of a qualification.

Key features include:

- Statements of Attainment will identify the competency standards for which the individual has been assessed and is deemed competent by the RTO.

- They will display the nationally recognised training logo.

- They will identify the RTO.
**Assessment Guidelines** provide a framework for accurate, reliable and valid assessment of the applicable competency standards. They ensure that all assessments are thorough, consistent and valid. They provide important quality assurance in the issuing of qualifications.

Endorsed components of a Training Package may be complemented and supported by the development of optional learning strategies, assessment tools and professional development materials.

**Support Materials**

Support materials to be used in conjunction with Training Packages can be produced by RTOs, private and commercial developers, the Department of Education, Science and Training, State / Territory Training Authorities (STAs) or through ANTA. They can consist of:

- *learning strategies* that assist training providers to design specific training programs that will help trainees attain the required competencies
- *assessment materials* that can be used by assessors to gather sufficient evidence of competency to make reliable judgements about whether a person has met the required competency standard
- *professional development materials* that provide information, hints and resources for trainers and assessors that will help them successfully implement the Training Package.

RTOs will usually develop their own supporting resources. They can also draw upon any other resources developed specifically to support the Training Package. Support materials that have passed successfully through ANTA's official ‘noting’ process can use the official logo to indicate that they meet specified quality criteria. The logo is depicted here:

![Training Package Support Materials Logo](image)

Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on their availability and the type of product. NTIS can be located on www.ntis.gov.au.

Although the noting process has been adopted as a guide to quality-assured supporting resources, it is not compulsory for RTOs to submit their support resources to ANTA. They are at liberty to use whatever resources are available to them to meet the requirements of a qualification or a unit of competency.
1.2 General Information

The components of an endorsed Training Package are illustrated in the following diagram.

![Diagram of endorsed components]

Supporting resources are generally produced to directly relate to a single unit or multiple units of competency, industry sector, qualification or the total Training Package. They tend to fall into one or more of the categories illustrated below.

![Diagram of supporting resources]
**Version Control**

ANTA has a system for tracking changes across subsequent editions of Training Packages and their constituent components. Anyone using a Training Package should follow ANTA's recommended procedure for determining the currency of the information in their edition.

**Training Package**

Each Training Package has been assigned a unique five-character code, for example RUVXX. The final two characters (the version identifier) represent the year the Training Package was endorsed. Units of competency and qualifications originating in that Training Package will have their own longer codes, which will commence with the first three letters of the Training Package code (RUV in this example).

**Units of Competency**

Whereas the first three characters of the code assigned signify the Training Package, the last character will always be a letter representing the version identifier. The code for a unit of competency is assigned when the initial Training Package is endorsed, or when new sectors or new units are added to an existing endorsed Training Package. A typical code consists of up to 12 characters. These characters normally consist of a mixture of capital letters and numbers, for example RUV2101A. The first three characters are always letters and are the same letters used to code the original Training Package of which the unit was part. In the example, the code for the original Training Package commenced with RUV (Animal Care and Management Training Package). The last letter (A) in the unit of competency code is the letter used for the version control. The ‘A’ indicates that this is the original unit.

If one lot of changes has been incorporated since the standard was first endorsed, but without any change to the standard outcomes, the version identifier will be a ‘B’. The different version identifier usually means that minor changes have been incorporated without affecting the overall unit outcome. Typically this would mean that wording has changed in the Range Statement or the Evidence Guide, providing clearer intent. The next batch of minor changes would result in a ‘C’, and so on throughout the life of the unit.

Any letters or numbers (this can be up to eight characters) between the first three characters and the version control letter are assigned by the developer of the unit and may relate to an industry sector, function or skill area.

Where changes are incorporated that alter the unit outcome, a new code is assigned and changes are made to the unit title.

Differences in the version identifier of units of competency on Statements of Attainment issued by RTOs are not significant, as outcomes of the standard have not changed significantly.
Qualifications

All qualifications are assigned a unique eight-character code, for example, RUV20104 Certificate II in Animal Studies. The last two characters (version identifier) are always numbers and represent the year in which the qualification was endorsed. In all instances, qualifications included and endorsed in the original Training Package have an identical version identifier to those of the originating Training Package. In cases where qualifications are added after the initial endorsement of the Training Package, they are assigned a version identifier denoting the year they were endorsed.

Review Date

On the title page and in the footer of each Training Package page there is reference to a review date. This date is determined at the time of endorsement of the Training Package and indicates when the Training Package is to be reviewed in the light of changing technologies, circumstances, industrial relations etc. The review date is not to be regarded as an expiry date, as the Training Package and its components remain current until they are reviewed or replaced.
2 What is the Australian Qualifications Framework?

The AQF is a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the vocational education and training (VET) sector.

The twelve qualifications are listed in the following table.

<table>
<thead>
<tr>
<th>Schools sector</th>
<th>VET sector</th>
<th>Higher Education sector</th>
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<tr>
<td>Certificate II</td>
<td>Advanced Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Diploma</td>
<td>Masters Degree</td>
</tr>
<tr>
<td>Senior secondary</td>
<td>Certificate IV</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td>certificate of education</td>
<td>Certificate III</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate I</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
</tr>
</tbody>
</table>

The categorisation of qualifications into these three sectors is in some ways misleading. In practice, it is not unusual for the Schools sector to be delivering Certificates I or higher, for the VET sector to deliver Graduate Certificates, and for the Higher Education sector to be involved in delivery of Certificate IV.

The adoption of the AQF for all vocational education and training ensures national consistency for all trainees, students, employers and providers in the VET sector. It permits national recognition of competency, based on endorsed units of competency. Competency is assessed in accordance with the endorsed Assessment Guidelines.
2.1 Statement of Attainment

Where competence has been achieved in accordance with the endorsed standards, but does not meet the requirements of a qualification, a Statement of Attainment can be issued for the competencies successfully achieved. These can be combined with any additional competencies achieved later. Together they will build towards the awarding of a qualification. RTOs must recognise the achievement of competencies recorded on a Statement of Attainment issued by another RTO.

2.2 AQF Level Descriptors

Certificate I

The worker will normally be engaged in a workplace in which they:

- 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 under clear direction
- receive and pass on messages or information.

Certificate II

The worker will normally be engaged in a workplace in which they:

- 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 their own outputs in work and learning.
Certificate III
The worker will normally be engaged in a workplace in which they:

- 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 and take limited responsibility for the output of others.

Certificate IV
The worker will normally be engaged in a workplace in which they:

- 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, in some cases in depth
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards and take limited responsibility for the quantity and quality of the output of others.

Diploma
The worker will normally be engaged in a workplace in which they:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, in some cases in substantial depth
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts, technical or creative skills to a range of situations
- evaluate information, using it in forecasting for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters and take some responsibility for the achievement of group outcomes.
**Advanced Diploma**

The worker will normally be engaged in a workplace in which they:

- 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.
3 Animal Care and Management Training Package

3.1 Veterinary Nursing Training Package

The first Veterinary Nursing Training Package (RUV98) was endorsed in 1998, and since then has been the basis of vocational education and training for the veterinary nursing industry in Australia.

The Training Package was developed by the Rural Training Council of Australia (RTCA) and represented the culmination of an extensive consultation and documentation process covering a diverse and dispersed range of organisations and enterprises delivering veterinary services.

ANTA’s Training Package review policy, gained through experience and use of the Training Package, and changes in the industry itself have required that the Training Package be reviewed. Gaps in available units and gaps in the coverage of the Training Package had been identified for which further units of competency needed to be developed.

As a precursor to the review of the Veterinary Nursing Training Package, a scoping project was undertaken to determine the parameters of the task, to consider coverage of the new Training Package and improvements to be made to the initial Training Package. This scoping project was undertaken in 2000 by Training and Development Consultants, David Kay Training and Development Services Pty Ltd.

3.2 Coverage of the Animal Care and Management Training Package

The Veterinary Nursing Training Package serviced only the Veterinary Nursing industry sector and a range of veterinary nursing jobs and roles.

The Animal Care and Management Training Package (RUV04) will service several well-defined industry sectors, as well as a wide range of jobs and roles that form part of the broader animal care and management industry.

Key industry sectors include:

- Animal Control and Regulation
- Animal Technology
- Captive Animals
- Companion Animal Services
- Veterinary Nursing.
3.3 History of Development

The review of the Veterinary Nursing Training Package comprised two distinct phases, the second phase having four separate stages:

1. Project preparation including the establishment of a national industry steering committee (NISC).
2. Conversion of existing units of competency to a new template, scoping exercises and development work for new sectors, identifying gaps, developing sector booklets and qualifications framework.
3. An extensive consultation process.
4. Validation, submission for endorsement and preparation of material for publication.

Phase 1

All Training Packages endorsed by ANTA are reviewed as part of a process of ongoing continuous improvement. Phase 1 of the review of the Veterinary Nursing Training Package was an analysis of the endorsed Training Package RUV98 undertaken by David Kay Training Development and Services Pty Ltd.

Phase 1 of the review included comprehensive consultation across all States and Territories. The process included consultation with:

- employers, employer associations and unions within the Veterinary Nursing sector
- peak bodies (such as the Veterinary Nursing Council of Australia)
- state and territory training departments
- state and territory rural ITABs
- state and territory training and recognition authorities
- RTOs including teachers, administrators and students
- relevant licensing and regulatory bodies and authorities
- other persons and organisations with an interest in the Training Package.

The aims of the review were to:

- research the application and examine the suitability, effectiveness and uptake of the Veterinary Nursing Training Package as a basis for skill development and training for individuals and enterprises
- identify any barriers or gaps affecting the full implementation of the Veterinary Nursing Training Package
- identify any improvements that could be made to the Veterinary Nursing Training Package
• report on any desirable minor revisions to the Veterinary Nursing Training Package.

The resulting report identified the strengths and weaknesses of the original Veterinary Nursing Training Package, indicating opportunities for addressing weaknesses and building on strengths through the review process.

A series of recommendations provided advice on the changes that needed to be made. These included the need to improve the user-friendliness of the Training Package, new formatting of units of competency, eliminating duplication, updating the Assessment Guidelines, reviewing and updating the core and elective make up of qualifications and extending the Training Package to cover other sectors of the animal care and management industry.

**Phase 2**

With ANTA funding, and under RTCA management, the development process of Phase 2 effectively commenced in November 2001.

The previous phase provided advice on a strategy for implementing the outcomes of the evaluation based on extensive consultation with stakeholders. This proved to be a sound basis for Phase 2 of the review, of which a significant part was implementing the recommendations from Phase 1.

The consultations with stakeholders undertaken during Phase 1 identified several areas where improvements were suggested in relation to the Veterinary Nursing Training Package RUV98. They included:

• additional flexibility for qualifications in relation to the choice and packaging of units of competency
• clearer, more concise underpinning knowledge and skills, appropriate to the AQF level
• concerns with the OHS units
• a need for additional information in knowledge and skill areas
• concerns with ensuring the quality of the assessment process
• concerns with the quality of support materials
• a need to improve the user-friendliness of the Training Package
• a need for the ongoing promotion of the Training Package.

A systematic process was applied that progressively converted the existing Veterinary Nursing units of competency to a new format, as well as contextualising the Range of Variables and updating the Evidence Guides.

In reducing the duplication identified within the Veterinary Nursing units of competency, a number of units needed to be merged, deleted or rewritten. A mapping document has been included in ‘Part F - Additional Information’ to show the changes between the Veterinary Nursing units of competency in the former Training Package (RUV98) and the newly endorsed Training Package (RUV04).
3.4 **New Industry Sectors**

Phase 1 of the review made a substantial recommendation that the Training Package be extended to cover jobs and roles of other sectors within the animal care and management industry.

Phase 2 of the review implemented this recommendation which resulted in the development of units of competency and qualifications for the sectors of Animal Control and Regulation, Animal Technology, Captive Animals and Companion Animal Services.

3.5 **Consultation and Validation of the Animal Care and Management Training Package**

Phase 1 of the project involved obtaining extensive feedback across Australia from a wide range of people and organisations with an interest in the Training Package. This process has proved to be valuable and essential to the consultation process.

The consultation process was devised to provide the maximum opportunity for stakeholders to respond to proposed Training Package changes.

The redevelopment process described in the previous section resulted in a refined product suitable for review by all stakeholders.

**National Consultation**

The involvement of national ITABs and recognised bodies was sought in workshops conducted as part of the consultation process and their comments on the redeveloped Training Package were collected and analysed.

Each STA was briefed throughout the project and all relevant issues were discussed. Copies of reports to ANTA at each reporting period were supplied to each STA.

**State Consultation**

Each state or territory ITAB of the Rural Training Australia network convened a series of workshops to consider the amendments made to the Training Package. This provided the relevant industries and organisations with the necessary opportunities to participate in a comprehensive consultation process and gain an adequate understanding of the redeveloped Training Package. Care was taken to ensure that those sectors that are important to particular states were canvassed and that all sectors were covered across the whole of Australia.

The participants took the opportunity to express their opinions on the work undertaken and indicated, where necessary, changes and modifications that needed to be made. The comments were carefully documented, assessed and processed.

As units of competency were amended and new units developed, they were made available for public review on the RTCA web site (www.rtca.com.au). This provided the opportunity for further responses that were then accommodated, where relevant.
National Industry Steering Committee

The NISC was established in line with ANTA guidelines. Its role was to ensure that:

- the project was effectively and ethically managed
- objectives defined in the contract were met
- subcontracted consultants were capable of the tasks set and met required deadlines
- contractual reporting milestones were adhered to
- the project produced a product of the required quality
- funds were spent and acquitted as specified in the contract schedules
- all stakeholders were appropriately consulted throughout the work.

The NISC has agreed on the final version of the Training Package.
3.6 Composition of the Animal Care and Management Training Package

The Animal Care and Management Training Package is the framework for vocational education and training for those engaged in the animal care and management industry. The Training Package supports a wide range of learning pathways that include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within the Animal Care and Management Training Package can be achieved through a variety of pathways including new apprenticeships (traineeships).

The training pathways for qualifications contained within the Animal Care and Management Training Package are illustrated below.

![Training pathways for the animal care and management industry](image-url)
This diagram shows the training pathways for qualifications within the Animal Care and Management Training Package and the relationship between those qualifications.
3.7 Sectors within the Animal Care and Management Training Package

The Animal Care and Management Training Package is made up of five industry sectors:

- Animal Control and Regulation
- Animal Technology
- Captive Animals
- Companion Animal Services
- Veterinary Nursing.

The Animal Control and Regulation Industry

Animal Control and Regulation is a term used in local government circles to describe the procedures employed by councils throughout Australia to facilitate relationships between pets, their owners and the general community.

The duties of an officer involve educating the public in responsible pet ownership, enforcing relevant legislation and regulations, maintaining pet on- and off-leash areas in their local areas, facilitating processes for pet access as well as minimising pet nuisance.

The role of the Animal Control and Regulation officer has become increasingly important as shown in a 1999 study that identified that more than 13 million Australians are associated with pets, and that almost two thirds of 6.6 million households in Australia own pets, indicating that Australia has one of the highest incidences of pet ownership in the world.

The Animal Technology Industry

The Animal Technology industry has been a structured industry with specialised training for over thirty years. In recent times an increase in awareness, technology and funding has resulted in an explosion in the use of animals in research and the need for well-trained animal technicians.

Animal technicians are employed in a variety of roles, generally related to science and research in education, health, government and private sectors with a wide cross-section of animal species.

Animal technicians at a junior level are generally employed for the care and husbandry of animals used in research, while senior animal technicians often move into highly specialised fields that require a high degree of autonomy and expertise in areas such as management, surgery, techniques or research.
The Captive Animal Industry

The Captive Animal industry involves animals that are held in captivity in traditional and open range zoos, wildlife parks, theme parks and sanctuaries. It also covers wildlife carers who may rescue and care for animals.

The persons employed to take care of animals in captivity are typically known as keepers or zookeepers. There are generally four levels of keepers in this industry including keepers in training or pre-trade keepers, trade qualified or experienced keepers, senior or experienced keepers who have specialised in particular aspects of zoo keeping, and keepers in charge or those operating at management level.

The typical duties of a keeper include the daily care of a large variety of animals from all over the world including feeding, maintaining hygiene, maintaining enclosures and exhibits, having direct animal contact, observing animals and ensuring their safety. They also involve contact with the public through keeper talks and/or information sessions.

The Companion Animal Services Industry

The Companion Animal Services industry embraces a wide range of diverse, and in many cases, highly specialised operations. These include small-scale cottage industry businesses supplying to a small local niche market, through to multinational manufacturers of pet foods supplying mass-market grocery retailers.

In Australia in 2003 there are more than 700 aquariums, 1000 pet retail shops, 1500 fixed and mobile pet grooming services, 1500 pet boarding facilities and 500 animal training facilities. In addition to these services, there are numerous specialists including bird dealers, reptile suppliers and marine aquarium maintenance services. Current figures indicate that the Companion Animal Services industry has an annual turnover of approximately $1.2 billion and employs some 16,000 to 20,000 people in the non-grocery specialised pet care service and product providers sectors.

The duties of companion animal workers vary across the different service sectors and may include the daily care of a variety of animals including feeding, maintaining hygiene, maintaining housing, grooming, observing animals and ensuring their safety. They also involve contact with the public through providing information on products and services.

The Veterinary Nursing Industry

Veterinary nurses provide support to veterinarians, mostly in private companion animal and mixed practices. Approximately half of the practices are located in urban areas and on average employ 2-3 veterinarians and 1.8 veterinary nurses.

Recent years have seen a dramatic improvement in responsible pet ownership including regular health checks and earlier visits to the veterinarian. As a result, companion animal practices now offer a diverse range of services.

Veterinary nurses perform a diversity of tasks under the supervision and direction of a veterinarian. The most common include monitoring anaesthesia, nursing hospitalized patients, sweeping and cleaning, administering treatments, selling medication and pet care products, sterilising equipment, making appointments, developing radiographs, giving nutritional advice and assisting in consultations.
3.8 New Apprenticeships (Traineeships)

Participation in a New Apprenticeship / Traineeship can be undertaken at any AQF level.

The Australian Government provides incentives under prescribed conditions to employers to take on trainees, and State and Territory Governments provide funds for the delivery of training to trainees under ‘User Choice’ arrangements.

Australian Government incentives are paid for New Apprentices (apprentices and trainees) at AQF levels 2 to 3 subject to eligibility criteria.

State and Territory Government funding is limited to trainees at AQF levels 1 to 3, although it may include AQF level 4 under some circumstances. Availability of this funding is also dependant on a number of other criteria which varies between States and Territories. In some states for example, an employee must commence a traineeship within three months of gaining employment to be eligible for User Choice funding.
Part B Qualifications Framework
1 Animal Care and Management Qualifications

The Animal Care and Management Training Package provides a mechanism for the acquisition of qualifications in the vocational education and training (VET) sector. Under the Australian Quality Training Framework (AQTF), competencies within the Animal Care and Management Training Package form the basis of recognised national qualifications.

Rural Training Council of Australia (RTCA), the national Industry Training Advisory Body responsible for the development of this Training Package, recommends a one-year ‘phasing out’ period from the old RUV98 Veterinary Nursing Training Package qualifications to the new RUV04 Animal Care and Management Training Package qualifications.

RTCA has devised a qualifications model that is designed to provide maximum recognition, flexibility and portability for persons employed in the Animal Care and Management industry.

The qualifications are:

- RUV10104 Certificate I in Animal Studies
- RUV20104 Certificate II in Animal Studies
- RUV30104 Certificate III in Animal Technology
- RUV30204 Certificate III in Captive Animals
- RUV30304 Certificate III in Companion Animal Services
- RUV40104 Certificate IV in Animal Control and Regulation
- RUV40204 Certificate IV in Captive Animals
- RUV40304 Certificate IV in Companion Animal Services
- RUV40404 Certificate IV in Veterinary Nursing
- RUV50104 Diploma of Animal Technology
- RUV50204 Diploma of Veterinary Nursing (Surgical)
- RUV50304 Diploma of Veterinary Nursing (Dental)
- RUV50404 Diploma of Veterinary Nursing (Emergency and Critical Care)

Units of competency within the Animal Care and Management qualifications have been packaged together to form a meaningful work-related focus for key industry sectors or areas of specialisation.

Units of competency imported from other Training Packages are known as imported units, and the rules attached to these units from their originating Training Package must be adhered to when they are incorporated into training programs or assessments.
2 Animal Care and Management Qualification Codes

Each qualification within this Training Package is assigned a separate code for the purpose of listing on the National Training Information Service (NTIS) web site (www.ntis.gov.au). The code is defined through four indicators:

- a three letter alpha identifier representing the Training Package title (e.g. RUV)
- a single numeric identifier representing the nominal Australian Qualifications Framework (AQF) level (e.g. 2 for a Certificate II)
- a separate numeric identifier to establish the number of qualifications at that level (e.g. 01 to identify the first qualification at that AQF level)
- a numeric identifier to distinguish the year of endorsement (e.g. 04 for endorsement in 2004).

For example, the code for the Certificate III in Animal Technology is RUV30204 where RUV stands for ‘Animal Care and Management’ and is known as the Training Package identifier. The first ‘3’ means it is a Certificate III qualification, ‘02’ indicates the number of the qualification at this level in the Training Package (e.g. 02 = second qualification available at AQF level 3), and the final ‘04’ represents the year in which the qualification is endorsed.

3 Issuing Qualifications

Under the agreed arrangements of the AQTF only registered training organisations (RTOs) can issue qualifications and do so according to the AQTF standards.

When a qualification is issued by an RTO, there will be an option to include the sector specialisation or occupational stream on the academic transcript, Statement of Attainment and the qualification parchment issued by the RTO.

4 Entry to Qualifications and Progression Advice

Some qualifications within the Animal Care and Management Training Package have entry requirements, where certain units must be completed before undertaking a qualification at a higher level. Those units have been listed as part of the core component in that higher-level qualification.

For example, the five core and three veterinary nursing units of competency listed as part of the Certificate II in Animal Studies must be successfully completed before undertaking the Certificate IV in Veterinary Nursing. These eight units have been added to the core component of the Certificate IV in Veterinary Nursing to ensure that the entry requirement is met and to assist RTOs and students in their training and assessment.
The units required to enter a qualification can be achieved:

- by demonstrating competency and successfully completing the lower level qualification, or
- through recognition of prior learning (RPL).

It is expected that the RTO will interview applicants before enrolment to determine their current skill level, previous experience and other relevant attributes in order to enrol the applicants at their appropriate qualification level.

When assessing to determine if a person has the required skills to be enrolled at a particular qualification level or particular unit of competency, the following must be considered:

- occupational health and safety (OHS) requirements
- underpinning knowledge and skills
- language, literacy and numeracy requirements
- levels of attainment of the key competencies.

Under the AQTF, the following requirements for RPL are outlined:

- clear information about RPL must be given to applicants before enrolment
- all applicants must be offered RPL upon enrolment.

It is a further AQTF requirement that the RPL process be:

- structured to minimise time and cost to applicants
- clear, allowing applicants enough time to gather evidence to support their claims.

### 5 Prerequisites and Co-requisites

There are no prerequisites for units of competency developed within the Animal Care and Management Training Package.

During the Training Package review it was decided that each Training Package on implementation should:

- ensure a person can undertake a program at a level that matches their learning needs and requirements
- allow for recognition of existing skills and knowledge, particularly in relation to OHS
- allow for units to be transferred into other Training Packages and be used in qualifications contained in other Training Packages
• allow for all pathways to obtain a qualification
• allow for optimum flexibility in delivery of training to achieve unit outcomes.

Units of competency from other Training Packages do have prerequisites and co-requisites. These prerequisites and co-requisites are nominated in the specific units of competency. If competency can be demonstrated in the prerequisite and/or co-requisite units, then there is no requirement to include them as part of the qualification. Where imported units are used as part of a qualification, RTOs are advised to check the Assessment Guidelines through the NTIS in case special assessment conditions apply.

6 New Apprenticeships and Animal Care and Management Qualifications

New Apprenticeships (traineeships and apprenticeships) provide one approach for achieving qualifications in the Animal Care and Management Training Package. Other approaches include direct assessment against the competencies for people with relevant workforce experience, workplace training and assessment, and/or off-the-job training and assessment by an RTO.

All qualifications at AQF levels 1 to 4 that have been identified in this Training Package are potentially accessible as a New Apprenticeship.

The capacity to establish a New Apprenticeship for any of the qualifications will depend on industry demand, resources available at the state or territory level, and any award requirements.

Where a New Apprenticeship structure is established for an Animal Care and Management qualification, the following considerations must be met.

• All New Apprenticeship arrangements must reflect the qualification requirements and packaging arrangements for the relevant qualification as defined in this Training Package, including the content of the training agreement and training program.

• All New Apprenticeship arrangements must reflect the requirements for assessment as set out in the Assessment Guidelines of the Animal Care and Management Training Package.

• All assessment for the purpose of issuing a qualification through a New Apprenticeship must be against the specified units of competency and in compliance with the packaging rules as set out for the relevant qualification.

• Any customisation of the qualification for a New Apprenticeship program must reflect the customisation advice set out in this guide.

• Estimation of time to complete a New Apprenticeship in Animal Care and Management must be negotiated with the relevant State / Territory Training Authority.
7 Licensing Arrangements

Some individual units of competency may be subject to licensing arrangements before training is commenced or before undertaking related work in the industry. Other units may require licences for those responsible for delivery and assessment. Units where licensing arrangements may be relevant include those dealing with:

- operating vehicles, machinery and equipment
- driving or transporting machinery and equipment on public roads
- firearms
- chemical purchase and use
- management activities related to particular animal and plant species
- use and application of prescribed veterinary medicines
- euthanasia of animals.

Refer to the individual units for further details on these matters and to relevant state, territory and commonwealth legislation.

8 VET in Schools

The Certificate I and Certificate II in Animal Studies have been designed as broad-based general qualifications that will provide easy transition to training in more specialised areas in Animal Care and Management. It is expected that VET in Schools programs will focus on delivery and assessment at AQF level 1 and / or level 2.

9 Details of Qualification Packaging

The packaging rules for Animal Care and Management qualifications are presented below and listed in the following order:

- Animal Studies
- Animal Control and Regulation
- Animal Technology
- Captive Animals
- Companion Animal Services
- Veterinary Nursing.
9.1 General Animal Care

RU10104 Certificate I in Animal Studies

The Certificate I in Animal Studies is a general prevocational qualification aimed for inclusion in a VET in Schools program or as an entry point into the industry.

A total of 6 units of competency must be completed:
- undertake all 4 core units from Group A below
- select 2 additional units from Group C below.

GROUP A

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RU1101A</td>
<td>Prepare for animal care work</td>
</tr>
<tr>
<td>RU1102A</td>
<td>Support animal care work</td>
</tr>
<tr>
<td>RU1103A</td>
<td>Support animal care cleaning activities</td>
</tr>
<tr>
<td>RU1104A</td>
<td>Maintain the animal care workplace</td>
</tr>
</tbody>
</table>

GROUP C

This group includes other units of competency from RU104 Animal Care and Management Training Package and / or other endorsed Training Packages.

Units selected as part of Group C must be aligned to qualifications at AQF level 1 or 2 and must be relevant to work undertaken in the Animal Care and Management sector.
RU02104 Certificate II in Animal Studies

The Certificate II in Animal Studies is a general prevocational qualification aimed for inclusion in a VET in Schools program or as an entry point into the industry. It is highly recommended that whilst undertaking this qualification, the learner should seek to gain a period of work placement or work experience in an animal care environment and / or workplace.

A total of 10 units of competency must be completed:
- undertake all 5 core units from Group A below
- select 3 additional units from Group B below
- select 2 additional units from Groups B and / or C below.

**GROUP A**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV2101A</td>
<td>Work in the animal care industry</td>
</tr>
<tr>
<td>RUV2102A</td>
<td>Follow OHS procedures in an animal care environment</td>
</tr>
<tr>
<td>RUV2103A</td>
<td>Assist with general animal care</td>
</tr>
<tr>
<td>RUV2104A</td>
<td>Provide food and water for animals</td>
</tr>
<tr>
<td>RUV2105A</td>
<td>Participate in workplace communications</td>
</tr>
</tbody>
</table>

**GROUP B**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV2106A</td>
<td>Assist with food preparation</td>
</tr>
<tr>
<td>RUV2107A</td>
<td>Provide basic first aid for animals</td>
</tr>
<tr>
<td>RUV2108A</td>
<td>Rescue animals and apply basic animal care</td>
</tr>
<tr>
<td>RUV2401A</td>
<td>Prepare for and conduct a tour or presentation</td>
</tr>
<tr>
<td>RUV2501A</td>
<td>Provide information on companion animals, products and services</td>
</tr>
<tr>
<td>RUV2601A</td>
<td>Carry out veterinary reception duties</td>
</tr>
<tr>
<td>RUV2602A</td>
<td>Carry out daily clinic routines</td>
</tr>
<tr>
<td>RUV2603A</td>
<td>Assist with surgery preparations</td>
</tr>
<tr>
<td>RTC2704A</td>
<td>Provide basic first aid</td>
</tr>
</tbody>
</table>

**GROUP C**

This group includes other units of competency from RU04 Animal Care and Management Training Package and / or other endorsed Training Packages including Business Services, Administration, Cleaning Operations, Information Technology and Retail Operations.

Units selected as part of Group C must be aligned to qualifications at AQF level 1, 2 or 3 and must be relevant to work undertaken in the Animal Care and Management sector.
### 9.2 Animal Control and Regulation

**RUVA0104 Certificate IV in Animal Control and Regulation**

The Certificate IV in Animal Control and Regulation is the industry qualification for persons undertaking animal control and regulatory functions. It is highly recommended that whilst undertaking this qualification, the learner should have access to an animal control and regulation workplace through either paid employment or a period of work placement or work experience.

A total of 14 units of competency must be completed:
- undertake all 10 core units from Group A below
- select 2 additional units from Group B below
- select 2 additional units from Groups B and / or C below.

#### GROUP A

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV4101A</td>
<td>Implement and monitor the organisation’s OHS program</td>
</tr>
<tr>
<td>RUV4201A</td>
<td>Comply with animal control and regulation requirements</td>
</tr>
<tr>
<td>RUV4202A</td>
<td>Assess and impound animals</td>
</tr>
<tr>
<td>RUV4203A</td>
<td>Identify and respond to animal behaviour</td>
</tr>
<tr>
<td>RUV4204A</td>
<td>Manage conflict situations within an animal control and regulation environment</td>
</tr>
<tr>
<td>RUV4206A</td>
<td>Carry out pound procedures</td>
</tr>
<tr>
<td>RUV4209A</td>
<td>Prepare and present animal control and regulation case</td>
</tr>
<tr>
<td>PSPREG404B</td>
<td>Investigate non-compliance with legislation</td>
</tr>
<tr>
<td>PSPREG405A</td>
<td>Act on non-compliance with legislation</td>
</tr>
<tr>
<td>BSBCM305A</td>
<td>Organise workplace information</td>
</tr>
</tbody>
</table>

#### GROUP B

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV4205A</td>
<td>Euthanase sick, injured or unwanted pound animals</td>
</tr>
<tr>
<td>RUV4207A</td>
<td>Conduct community awareness programs</td>
</tr>
<tr>
<td>RUV4208A</td>
<td>Coordinate seizure of animals</td>
</tr>
<tr>
<td>LGAEHRR304A</td>
<td>Operate and maintain council pound facilities</td>
</tr>
<tr>
<td>LGAPLEM405A</td>
<td>Provide assistance in carrying out building inspections</td>
</tr>
<tr>
<td>PSPGOV404A</td>
<td>Develop and implement work unit plans</td>
</tr>
<tr>
<td>PSPPM401A</td>
<td>Develop a project</td>
</tr>
<tr>
<td>RTD2101A</td>
<td>Apply animal trapping techniques</td>
</tr>
<tr>
<td>RTD4402A</td>
<td>Define the pest problem</td>
</tr>
<tr>
<td>RTD4406A</td>
<td>Implement a pest management action plan</td>
</tr>
</tbody>
</table>
### GROUP C

This group includes other units of competency from RUV04 Animal Care and Management Training Package and / or other endorsed Training Packages including Business Services, Information Technology, Local Government, Public Services Regulation and Transport.

Units selected as part of Group C must be aligned to qualifications at AQF level 3, 4 or 5 and must be relevant to work undertaken in the Animal Control and Regulation sector.
9.3 Animal Technology

RU Vic 04 Certificate III in Animal Technology

The Certificate III in Animal Technology is the industry qualification for persons operating at a junior or assistant level and undertaking animal technology functions within a scientific environment. It is highly recommended that whilst undertaking this qualification, the learner should have access to an animal technology workplace through either paid employment or a period of work placement or work experience.

A total of 14 units of competency must be completed:
- undertake all 11 core units from Group A below
- select 3 additional units from Groups B and/or C below.

<table>
<thead>
<tr>
<th>GROUP A</th>
</tr>
</thead>
<tbody>
<tr>
<td>RU Vic 2104A</td>
</tr>
<tr>
<td>RU Vic 2105A</td>
</tr>
<tr>
<td>RU Vic 3301A</td>
</tr>
<tr>
<td>RU Vic 3302A</td>
</tr>
<tr>
<td>RU Vic 3303A</td>
</tr>
<tr>
<td>RU Vic 3304A</td>
</tr>
<tr>
<td>RU Vic 3305A</td>
</tr>
<tr>
<td>RU Vic 3306A</td>
</tr>
<tr>
<td>RU Vic 3307A</td>
</tr>
<tr>
<td>PML DATA 300A</td>
</tr>
<tr>
<td>PML TEST 305A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTC 3310A</td>
</tr>
<tr>
<td>RU Vic 2603A</td>
</tr>
<tr>
<td>PML MAIN 300A</td>
</tr>
<tr>
<td>PML TEST 300A</td>
</tr>
<tr>
<td>PML TEST 301A</td>
</tr>
<tr>
<td>PML TEST 303A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>This group includes other units of competency from RU Vic 04 Animal Care and Management Training Package and/or other endorsed Training Packages including Laboratory Operations, Business Services, Information Technology and Administration.</td>
</tr>
<tr>
<td>Units selected as part of Group C must be aligned to qualifications at AQF level 2, 3 or 4 and must be relevant to work undertaken in the Animal Technology sector.</td>
</tr>
</tbody>
</table>
RU50104 Diploma of Animal Technology

The Diploma of Animal Technology is the industry qualification for persons operating at a senior or managerial level and undertaking animal technology functions within a scientific environment. It is highly recommended that whilst undertaking this qualification, the learner should have access to an animal technology workplace through either paid employment or a period of work placement or work experience.

A total of 22 units of competency must be completed:
• undertake all 20 core units from Group A below
• select 2 additional units from Group C below.

<table>
<thead>
<tr>
<th>GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RU2104A Provide food and water for animals *</td>
</tr>
<tr>
<td>RU2105A Participate in workplace communications *</td>
</tr>
<tr>
<td>RU3301A Carry out institution containment and exclusion procedures *</td>
</tr>
<tr>
<td>RU3302A Conduct euthanasia of research animals *</td>
</tr>
<tr>
<td>RU3303A Monitor and maintain animal health and wellbeing *</td>
</tr>
<tr>
<td>RU3304A Provide behavioural enrichment for research animals *</td>
</tr>
<tr>
<td>RU3305A Carry out simple breeding procedures *</td>
</tr>
<tr>
<td>RU3306A Work within an animal technology institution *</td>
</tr>
<tr>
<td>PMLDATA300A Process and record data *</td>
</tr>
<tr>
<td>PMLTEST305A Perform aseptic techniques *</td>
</tr>
<tr>
<td>RU5301A Carry out breeding procedures</td>
</tr>
<tr>
<td>RU5302A Carry out post-mortem examination of a research animal</td>
</tr>
<tr>
<td>RU5303A Manage nutrition of research animals</td>
</tr>
<tr>
<td>RU5304A Manage compliance in animal technology</td>
</tr>
<tr>
<td>RU5305A Monitor and maintain the health of research animals</td>
</tr>
<tr>
<td>RU5306A Plan an animal technology facility</td>
</tr>
<tr>
<td>RUV5307A Manage laboratory procedures</td>
</tr>
<tr>
<td>RUV5308A Administer anaesthesia and perform surgery on animals for scientific purposes</td>
</tr>
<tr>
<td>BSBSBM407A Manage a small team</td>
</tr>
</tbody>
</table>

GROUP C

This group includes other units of competency from RUV04 Animal Care and Management Training Package and / or other endorsed Training Packages including Laboratory Operations, Business Management, Human Resources and Information Technology.

Units selected as part of Group C must be aligned to qualifications at AQF level 4, 5 or 6 and must be relevant to work undertaken in the Animal Technology sector.
9.4  Captive Animals

RU0204 Certificate III in Captive Animals

The Certificate III in Captive Animals is the industry qualification for persons operating at a pre-trade level and undertaking captive animal functions within a zoo, wildlife or theme park environment. It is highly recommended that whilst undertaking this qualification, the learner should have access to a captive animal workplace through either paid employment or a period of work placement or work experience.

A total of 14 units of competency must be completed:
- undertake all 10 core units from Group A below
- select 2 additional units from Group B below
- select 2 additional units from Groups B and / or C below.

GROUP A

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV3101A</td>
<td>Carry out workplace OHS procedures</td>
</tr>
<tr>
<td>RUV3402A</td>
<td>Work within a captive animal institution</td>
</tr>
<tr>
<td>RUV3403A</td>
<td>Prepare and present information to the public</td>
</tr>
<tr>
<td>RUV3404A</td>
<td>Assist with collection management</td>
</tr>
<tr>
<td>RUV3406A</td>
<td>Prepare and maintain animal housing</td>
</tr>
<tr>
<td>RUV3408A</td>
<td>Prepare animal diets and monitor feeding</td>
</tr>
<tr>
<td>RUV3409A</td>
<td>Monitor and maintain animal health</td>
</tr>
<tr>
<td>RUV3410A</td>
<td>Capture, restrain and assist in moving animals</td>
</tr>
<tr>
<td>RUV3412A</td>
<td>Monitor animal reproduction</td>
</tr>
<tr>
<td>RUV3414A</td>
<td>Identify behavioural needs and implement improved husbandry</td>
</tr>
</tbody>
</table>

GROUP B

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV3401A</td>
<td>Rehabilitate and release native wildlife</td>
</tr>
<tr>
<td>RUV3405A</td>
<td>Develop an institutional husbandry manual</td>
</tr>
<tr>
<td>RUV3407A</td>
<td>Maintain exhibits and assist with their design</td>
</tr>
<tr>
<td>RUV3411A</td>
<td>Care for young animals</td>
</tr>
<tr>
<td>RUV3413A</td>
<td>Condition animals</td>
</tr>
<tr>
<td>RTD3125A</td>
<td>Respond to wildlife emergencies</td>
</tr>
</tbody>
</table>

GROUP C

This group includes other units of competency from RUV04 Animal Care and Management Training Package and / or other endorsed Training Packages including Business Services, Information Technology and Transport.

Units selected as part of Group C must be aligned to qualifications at AQF level 2, 3 or 4 and must be relevant to work undertaken in the Captive Animal sector.
RUÜ40204 Certificate IV in Captive Animals

The Certificate IV in Captive Animals is the industry qualification for persons operating at a senior keeper level and undertaking captive animal functions within a zoo, wildlife or theme park environment. It is highly recommended that whilst undertaking this qualification, the learner should have access to a captive animal workplace through either paid employment or a period of work placement or work experience.

A total of 20 units of competency must be completed:
- undertake all 15 core units from Group A below
- select 2 additional units from Group B below
- select 3 additional units from Groups B and/or C below.

<table>
<thead>
<tr>
<th>GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUÜ3101A Carry out workplace OHS procedures *</td>
</tr>
<tr>
<td>RUÜ3402A Work within a captive animal institution *</td>
</tr>
<tr>
<td>RUÜ3403A Prepare and present information to the public *</td>
</tr>
<tr>
<td>RUÜ3404A Assist with collection management *</td>
</tr>
<tr>
<td>RUÜ3406A Prepare and maintain animal housing *</td>
</tr>
<tr>
<td>RUÜ3408A Prepare animal diets and monitor feeding *</td>
</tr>
<tr>
<td>RUÜ3409A Monitor and maintain animal health *</td>
</tr>
<tr>
<td>RUÜ3410A Capture, restrain and assist in moving animals *</td>
</tr>
<tr>
<td>RUÜ3412A Monitor animal reproduction *</td>
</tr>
<tr>
<td>RUÜ3414A Identify behavioural needs and implement improved husbandry *</td>
</tr>
<tr>
<td>RUÜ4101A Implement and monitor the organisation’s OHS program</td>
</tr>
<tr>
<td>RUÜ4402A Implement collection management</td>
</tr>
<tr>
<td>RUÜ4403A Manage enclosures and exhibits</td>
</tr>
<tr>
<td>RUÜ4404A Develop animal diets</td>
</tr>
<tr>
<td>RUÜ4406A Develop, monitor and review behavioural management strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUÜ4401A Design and evaluate interpretive and learning programs</td>
</tr>
<tr>
<td>RUÜ4405A Assist in establishing and maintaining a plantation</td>
</tr>
<tr>
<td>BSBCMN405A Analyse and present research information</td>
</tr>
<tr>
<td>BSZ404A Train small groups</td>
</tr>
</tbody>
</table>
GROUP C

This group includes other units of competency from RUV04 Animal Care and Management Training Package and/or other endorsed Training Packages including Business Services, Training, Assessment, Information Technology and Transport, or those listed below.

Units selected as part of Group C must be aligned to qualifications at AQF level 3, 4 or 5 and must be relevant to work undertaken in the Captive Animal sector.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV5401A</td>
<td>Design and develop enclosures and exhibits</td>
</tr>
<tr>
<td>RUV5402A</td>
<td>Develop and monitor collection management</td>
</tr>
</tbody>
</table>
9.5 Companion Animal Services

RUv30304 Certificate III in Companion Animal Services

The Certificate III in Companion Animal Services is the industry qualification for persons operating within a companion animal organisation. It is highly recommended that whilst undertaking this qualification, the learner should have access to a companion animal workplace through either paid employment or a period of work placement or work experience.

A total of 16 units of competency must be completed:
- undertake all 9 core units from Group A below
- select 4 units from Group B below
- select 3 additional units from Groups B and / or C below.

**GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV2101A</td>
<td>Work in the animal care industry *</td>
</tr>
<tr>
<td>RUV2102A</td>
<td>Follow OHS procedures in an animal care environment *</td>
</tr>
<tr>
<td>RUV2103A</td>
<td>Assist with general animal care *</td>
</tr>
<tr>
<td>RUV2104A</td>
<td>Provide food and water for animals *</td>
</tr>
<tr>
<td>RUV2105A</td>
<td>Participate in workplace communications *</td>
</tr>
<tr>
<td>RUV2107A</td>
<td>Provide basic first aid for animals *</td>
</tr>
<tr>
<td>RUV3101A</td>
<td>Carry out workplace OHS procedures</td>
</tr>
<tr>
<td>RUV3503A</td>
<td>Work effectively in the companion animal industry</td>
</tr>
<tr>
<td>RUV3504A</td>
<td>Monitor and maintain health of companion animals</td>
</tr>
</tbody>
</table>

**GROUP B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV3501A</td>
<td>Provide advice on companion animal selection and general care</td>
</tr>
<tr>
<td>RUV3502A</td>
<td>Provide advice on selection and care of aquatic animals</td>
</tr>
<tr>
<td>RUV3505A</td>
<td>Provide enrichment for companion animals</td>
</tr>
<tr>
<td>RUV3506A</td>
<td>Capture, handle and transport companion animals</td>
</tr>
<tr>
<td>RUV3507A</td>
<td>Carry out companion animal breeding procedures</td>
</tr>
<tr>
<td>RUV3508A</td>
<td>Prepare companion animal diets and monitor feeding</td>
</tr>
<tr>
<td>RUV3509A</td>
<td>Maintain aquascapes and aquatic animals</td>
</tr>
</tbody>
</table>
### GROUP C

This group includes other units of competency from RUV04 Animal Care and Management Training Package and/or other endorsed Training Packages including Business Services, Information Technology, Retail Operations, Aquaculture, Transport, or those listed below.

Units selected as part of Group C must be aligned to qualifications at AQF level 2, 3 or 4 and must be relevant to work undertaken in the Companion Animal Services sector.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM305A</td>
<td>Organise workplace information</td>
</tr>
<tr>
<td>BSBFLM304A</td>
<td>Participate in work teams</td>
</tr>
<tr>
<td>BSBFLM309A</td>
<td>Support continuous improvement systems and processes</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate retail information technology systems</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance register / terminal</td>
</tr>
<tr>
<td>WRRI1B</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>WRRM3B</td>
<td>Coordinate merchandising presentation</td>
</tr>
</tbody>
</table>
RU40304 Certificate IV in Companion Animal Services

The Certificate IV in Companion Animal Services is the industry qualification for persons operating within a companion animal organisation. It is highly recommended that whilst undertaking this qualification, the learner should have access to a companion animal workplace through either paid employment or a period of work placement or work experience.

A total of 11 units of competency must be completed:
• select 5 units from Group A below
• select 3 units from Group B below
• select 3 additional units from Groups B and / or C below.

GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV3101A</td>
<td>Carry out workplace OHS procedures *</td>
</tr>
<tr>
<td>RUV3503A</td>
<td>Work effectively in the companion animal industry *</td>
</tr>
<tr>
<td>RUV3504A</td>
<td>Monitor and maintain health of companion animals *</td>
</tr>
<tr>
<td>RUV4101A</td>
<td>Implement and monitor the organisation’s OHS program</td>
</tr>
<tr>
<td>RUV4501A</td>
<td>Manage compliance in the companion animal industry</td>
</tr>
</tbody>
</table>

GROUP B

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV4502A</td>
<td>Hand-rear companion animals</td>
</tr>
<tr>
<td>RUV4503A</td>
<td>Develop diets for companion animals</td>
</tr>
<tr>
<td>RUV4504A</td>
<td>Manage and maintain aviaries and bird rooms</td>
</tr>
<tr>
<td>RUV4505A</td>
<td>Design, construct and maintain aquascapes</td>
</tr>
<tr>
<td>RUV4506A</td>
<td>Develop enrichment strategies for companion animals</td>
</tr>
<tr>
<td>RUV4507A</td>
<td>Purchase companion animal livestock</td>
</tr>
<tr>
<td>RUV4508A</td>
<td>Manage companion animal breeding</td>
</tr>
<tr>
<td>RUV4509A</td>
<td>Provide professional companion animal grooming services</td>
</tr>
<tr>
<td>RUV4510A</td>
<td>Provide companion animal hydro-bathing services</td>
</tr>
<tr>
<td>RUV4511A</td>
<td>Provide training advice to companion animal owners</td>
</tr>
<tr>
<td>RUV4512A</td>
<td>Conduct companion animal training classes</td>
</tr>
<tr>
<td>RUV4203A</td>
<td>Identify and respond to animal behaviour</td>
</tr>
<tr>
<td>RUV4611A</td>
<td>Prepare, deliver and review animal care education programs</td>
</tr>
</tbody>
</table>
GROUP C

This group includes other units of competency from RUV04 Animal Care and Management Training Package and / or other endorsed Training Packages including Business Management, Human Resources, Information Technology, Retail Operations, Aquaculture, Transport, or those listed below.

Units selected as part of Group C must be aligned to qualifications at AQF level 3, 4 or 5 and must be relevant to work undertaken in the Companion Animal Services sector.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFLM404A</td>
<td>Lead work teams</td>
</tr>
<tr>
<td>BSBSBM403A</td>
<td>Promote the business</td>
</tr>
<tr>
<td>BSBSBM405A</td>
<td>Monitor and manage business operations</td>
</tr>
<tr>
<td>BSBSBM407A</td>
<td>Manage a small team</td>
</tr>
<tr>
<td>BSZ404A</td>
<td>Train small groups</td>
</tr>
<tr>
<td>WRRO1B</td>
<td>Manage merchandise and store presentation</td>
</tr>
<tr>
<td>WRRO5B</td>
<td>Control inventory</td>
</tr>
</tbody>
</table>
9.6 Veterinary Nursing

RUVE40404 Certificate IV in Veterinary Nursing

The Certificate IV in Veterinary Nursing is the industry qualification for persons operating as veterinary nurses within veterinary clinics. It is highly recommended that whilst undertaking this qualification, the learner should have access to a veterinary nursing workplace.

A total of 21 units of competency must be completed:
- undertake all 18 core units from Group A below
- select 3 additional units from Groups B and/or C below.

<table>
<thead>
<tr>
<th>GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUVE2101A Work in the animal care industry *</td>
</tr>
<tr>
<td>RUVE2102A Follow OHS procedures in an animal care environment *</td>
</tr>
<tr>
<td>RUVE2103A Assist with general animal care *</td>
</tr>
<tr>
<td>RUVE2104A Provide food and water for animals *</td>
</tr>
<tr>
<td>RUVE2105A Participate in workplace communications *</td>
</tr>
<tr>
<td>RUVE2601A Carry out veterinary reception duties *</td>
</tr>
<tr>
<td>RUVE2602A Carry out daily clinic routines *</td>
</tr>
<tr>
<td>RUVE2603A Assist with surgery preparations *</td>
</tr>
<tr>
<td>RUVE4601A Coordinate patient admission and discharge</td>
</tr>
<tr>
<td>RUVE4602A Apply radiograph routines</td>
</tr>
<tr>
<td>RUVE4603A Perform clinic pathology procedures</td>
</tr>
<tr>
<td>RUVE4604A Perform clinic office procedures</td>
</tr>
<tr>
<td>RUVE4605A Carry out surgical nursing routines</td>
</tr>
<tr>
<td>RUVE4606A Nurse animals</td>
</tr>
<tr>
<td>RUVE4607A Carry out medical nursing routines</td>
</tr>
<tr>
<td>RUVE4608A Coordinate and perform theatre routines</td>
</tr>
<tr>
<td>RUVE4609A Provide specific animal care advice</td>
</tr>
<tr>
<td>RUVE4610A Carry out veterinary dental nursing procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUVE4611A Prepare, deliver and review animal care education programs</td>
</tr>
<tr>
<td>RUVE4612A Coordinate clinic promotional activities</td>
</tr>
<tr>
<td>RUVE4613A Develop and implement specific clinic policies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>This group includes other units of competency from RUVE04 Animal Care and Management Training Package and/or other endorsed Training Packages including Business Services, Retail Operations, Information Technology, Human Resources and Training.</td>
</tr>
<tr>
<td>Units selected as part of Group C must be aligned to qualifications at AQF level 3, 4 or 5 and must be relevant to work undertaken in the Veterinary Nursing sector.</td>
</tr>
</tbody>
</table>
RU50204 Diploma of Veterinary Nursing (Surgical)

The Diploma of Veterinary Nursing (Surgical) is the industry qualification for veterinary nurses who provide specialised surgical nursing support for registered specialist veterinarians performing specialised surgical procedures within veterinary clinics or hospitals.

It is highly recommended that whilst undertaking this qualification, the learner should have access through paid employment to a veterinary clinic or hospital where a registered specialist performs specialised surgical procedures.

The Diploma of Veterinary Nursing (Surgical) is extremely complex and requires access and exposure to an extensive range of specialised surgical procedures including intrathoracic, internal fixation, external fixation, soft tissue, ophthalmic, skin grafting, oncological surgery, advanced corrective orthopaedics and which may require advanced anaesthetic monitoring. It also requires access to a veterinary clinic or hospital where specialised surgical procedures are performed; veterinary surgeons that perform specialised surgical procedures; patients and clients requiring specialised surgical procedures; and the equipment, instruments and resources required to perform specialised surgical procedures.

The Diploma of Veterinary Nursing (Surgical) requires one to conduct admission processes for specialised surgical procedures, prepare the theatre environment, perform specific preoperative procedures, monitor anaesthesia (including advanced), provide intraoperative support to surgeons, manage equipment cleaning and maintenance, maintain patient fluid therapy and nutritional requirements, monitor wounds or surgical sites postoperatively, monitor patients including recumbent patients postoperatively, and discharge patients into the care of clients.

To ensure consistency in one’s performance, competency should be demonstrated by managing nursing requirements and carrying out postoperative nursing routines for an extensive range of specialised surgical procedures on a regular basis over a period of time.

A total of 12 units of competency must be completed:
- undertake all 12 core units from Group A below.

<table>
<thead>
<tr>
<th>GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RU4601A Coordinate patient admission and discharge *</td>
</tr>
<tr>
<td>RU4602A Apply radiograph routines *</td>
</tr>
<tr>
<td>RU4603A Perform clinic pathology procedures *</td>
</tr>
<tr>
<td>RU4604A Perform clinic office procedures *</td>
</tr>
<tr>
<td>RU4605A Carry out surgical nursing routines *</td>
</tr>
<tr>
<td>RU4606A Nurse animals *</td>
</tr>
<tr>
<td>RU4607A Carry out medical nursing routines *</td>
</tr>
<tr>
<td>RU4608A Coordinate and perform theatre routines *</td>
</tr>
<tr>
<td>RU4609A Provide specific animal care advice *</td>
</tr>
<tr>
<td>RU4610A Carry out veterinary dental nursing procedures *</td>
</tr>
<tr>
<td>RU5601A Manage nursing requirements for specialised surgical procedures</td>
</tr>
<tr>
<td>RU5602A Carry out postoperative nursing routines</td>
</tr>
</tbody>
</table>
RU50304 Diploma of Veterinary Nursing (Dental)

The Diploma of Veterinary Nursing (Dental) is the industry qualification for veterinary nurses who provide specialised and advanced veterinary dental nursing support within a clinic or hospital that performs advanced veterinary dentistry, or a specialist or referral veterinary dental clinic or hospital.

It is highly recommended that whilst undertaking this qualification, the learner should have access through paid employment to a veterinary clinic or hospital or a specialist or referral veterinary dental clinic or hospital where a registered veterinary dental specialist performs advanced veterinary dentistry procedures.

The Diploma of Veterinary Nursing (Dental) is extremely complex and requires access and exposure to all seven veterinary dentistry disciplines (periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry). It also requires access to a veterinary clinic or hospital that performs advanced veterinary dentistry; a specialist veterinary dental clinic or hospital or a referral veterinary dental clinic or hospital; veterinarians who perform specialist dental procedures; patients and clients requiring veterinary dental oral cavity radiographs and specialised dental procedures; and the equipment, instruments and resources required to perform all seven veterinary dentistry disciplines.

The Diploma of Veterinary Nursing (Dental) requires one to prepare and monitor patients during radiographic procedures; prepare radiographic equipment; develop radiographs; record and store radiographic results; carry out admission procedures; prepare theatre and personnel for dental surgery; prepare patients for dental surgery; prepare specific materials and anticipate veterinarians’ requirements; clean, store and maintain dental instruments and equipment; communicate with clients; and discharge patients.

To ensure consistency in one’s performance, competency should be demonstrated by producing an extensive range of veterinary dental oral radiographs and providing veterinary dental nursing support for an extensive range of advanced veterinary dental surgery cases on a regular basis over a period of time.
A total of 12 units of competency must be completed:

- undertake all 12 core units from Group A below.

<table>
<thead>
<tr>
<th>GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV4601A Coordinate patient admission and discharge *</td>
<td></td>
</tr>
<tr>
<td>RUV4602A Apply radiograph routines *</td>
<td></td>
</tr>
<tr>
<td>RUV4603A Perform clinic pathology procedures *</td>
<td></td>
</tr>
<tr>
<td>RUV4604A Perform clinic office procedures *</td>
<td></td>
</tr>
<tr>
<td>RUV4605A Carry out surgical nursing routines *</td>
<td></td>
</tr>
<tr>
<td>RUV4606A Nurse animals *</td>
<td></td>
</tr>
<tr>
<td>RUV4607A Carry out medical nursing routines *</td>
<td></td>
</tr>
<tr>
<td>RUV4608A Coordinate and perform theatre routines *</td>
<td></td>
</tr>
<tr>
<td>RUV4609A Provide specific animal care advice *</td>
<td></td>
</tr>
<tr>
<td>RUV4610A Carry out veterinary dental nursing procedures *</td>
<td></td>
</tr>
<tr>
<td>RUV5603A Produce veterinary dental oral cavity radiographs</td>
<td></td>
</tr>
<tr>
<td>RUV5604A Provide veterinary dental nursing support for advanced veterinary dental surgery</td>
<td></td>
</tr>
</tbody>
</table>
RUV50404 Diploma of Veterinary Nursing (Emergency and Critical Care)

The Diploma of Veterinary Nursing (Emergency and Critical Care) is the industry qualification for veterinary nurses who provide support for an extensive range of emergency and critical care procedures within a veterinary hospital or emergency / specialist veterinary clinic.

It is highly recommended that whilst undertaking this qualification, the learner should have access through paid employment to a veterinary hospital or emergency / specialist veterinary clinic where emergency and critical care procedures are performed.

The Diploma of Veterinary Nursing (Emergency and Critical Care) is extremely complex and requires access and exposure to an extensive range of specialised emergency and critical care procedures including medical emergencies; trauma, including road traffic accident, chest, abdominal, head and respiratory; surgical (thoracic and abdominal); haematological (disseminated intravascular coagulopathy), resulting in blood transfusions; septic (systemic inflammatory response syndrome), relating to organ dysfunction; toxin recognition and management of topical and ingested toxins; and advanced critical care and intensive care monitoring (post-surgical). It also requires access to a veterinary hospital or emergency / specialist veterinary clinic where emergency and specialised critical care procedures are performed; veterinarians who perform emergency and specialised critical care procedures; patients and clients requiring emergency and specialised critical care surgery, nursing and discharge; and the equipment, instruments and resources required to perform emergency and specialised critical care procedures.

The Diploma of Veterinary Nursing (Emergency and Critical Care) requires one to prepare for emergency response, assist with the preparation of emergency and critical care protocols, perform pre-hospital evaluations, apply and maintain first aid to sustain life, perform initial evaluation, carry out triage procedures, stabilise patients under veterinarian direction, complete history and secondary survey, prepare for critical care surgical patients, monitor patients from induction to recovery, collect blood and administer blood and blood products, provide critical care nursing and discharge patients.

To ensure consistency in one’s performance, competency should be demonstrated by preparing for an extensive range of emergency responses, performing emergency procedures to sustain life and providing nursing support for critical care surgery for an extensive range of emergency and specialised critical care cases on a regular basis over a period of time.
A total of 13 units of competency must be completed:

- undertake all 13 core units from Group A below.

<table>
<thead>
<tr>
<th>GROUP A (an asterisk (*) following the unit title denotes an entry requirement to this qualification)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RU4601A</td>
<td>Coordinate patient admission and discharge *</td>
</tr>
<tr>
<td>RU4602A</td>
<td>Apply radiograph routines *</td>
</tr>
<tr>
<td>RU4603A</td>
<td>Perform clinic pathology procedures *</td>
</tr>
<tr>
<td>RU4604A</td>
<td>Perform clinic office procedures *</td>
</tr>
<tr>
<td>RU4605A</td>
<td>Carry out surgical nursing routines *</td>
</tr>
<tr>
<td>RU4606A</td>
<td>Nurse animals *</td>
</tr>
<tr>
<td>RU4607A</td>
<td>Carry out medical nursing routines *</td>
</tr>
<tr>
<td>RU4608A</td>
<td>Coordinate and perform theatre routines *</td>
</tr>
<tr>
<td>RU4609A</td>
<td>Provide specific animal care advice *</td>
</tr>
<tr>
<td>RU4610A</td>
<td>Carry out veterinary dental nursing procedures *</td>
</tr>
<tr>
<td>RU5605A</td>
<td>Prepare for emergency response</td>
</tr>
<tr>
<td>RU5606A</td>
<td>Perform emergency procedures to sustain life</td>
</tr>
<tr>
<td>RU5607A</td>
<td>Provide nursing support for critical care surgery</td>
</tr>
</tbody>
</table>
Part C  Assessment Guidelines
Executive Summary

These Assessment Guidelines describe the assessment arrangements for determining whether an individual has achieved the units of competency and associated qualifications identified in the Animal Care and Management Training Package. They are consistent with the Australian Quality Training Framework (AQTF) and facilitate valid, reliable, flexible and fair assessment processes and outcomes.

Assessment is the process of collecting evidence and making judgments about whether competency has been achieved. That is, it is a confirmation that an individual can perform to the standards expected in the workplace, as expressed in the units of competency contained in the Animal Care and Management Training Package.

Assessment must be conducted or auspiced by a registered training organisation (RTO) acting in accordance with the AQTF, and the quality assurance arrangements approved by the State / Territory Training Authority under which the RTO is registered.

RTOs must ensure that they possess the appropriate scope of registration to undertake this work. They must also ensure that they recognise the qualifications and Statements of Attainment under the Australian Qualifications Framework (AQF), as issued by any other RTO. This is regardless of how or where assessment was conducted.

RTOs may enter into partnership arrangements with non-registered organisations (such as schools, industry organisations, government agencies and business enterprises), for the purposes of delivering training or conducting assessments against qualifications on behalf of the RTO (refer to Standard 1.6 in the Australian Quality Training Framework Standards for Registered Training Organisations).

The RTO that issues the qualification or Statement of Attainment is responsible for the recording, storing, retrieval and accessibility of the assessment outcomes for the duration specified by the AQTF standards.

RTOs involved in the assessment of the Competency Standards and qualifications within the Animal Care and Management Training Package are required to develop and maintain a quality assurance framework for assessment.

The Animal Care and Management Training Package incorporates two assessment pathways:

- *assessment only pathways* where assessment is conducted independently of a structured training program
- *training and assessment pathways* where an individual undertakes a structured program of training and assessment in a mix of on-the-job and/or off-the-job environments.

Assessment pathways in the Animal Care and Management Training Package must provide for the recognition of competencies of individuals regardless of how, when or where they were achieved.
The assessor must ensure that the evidence presented for assessment is authentic, valid, reliable, current and sufficient. Under the Animal Care and Management Training Package, individuals who are able to present sufficient evidence of prior learning must be given recognition for the relevant Competency Standards by the RTO.

The Rural Training Council of Australia (RTCA) is responsible for the ongoing monitoring and review of the Assessment Guidelines detailed in this document. This process will be incorporated in the general review and maintenance of this Training Package.
Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in this Training Package.

They are designed to ensure that assessment activities are consistent with the *Australian Quality Training Framework Standards for Registered Training Organisations* and that the assessment processes and outcomes are valid, reliable, flexible and fair.

Assessment against the units of competency in this Training Package *must* be carried out in accordance with these endorsed guidelines.

The Assessment Guidelines comprise five key sections:

Section 1: Assessment system overview

Section 2: Assessor requirements

Section 3: Designing assessment resources

Section 4: Conducting assessment

Section 5: Further sources.
Section 1 – Assessment System Overview

1.1 Benchmarks for Assessment

The units of competency in this Training Package are benchmarks for assessment and are the basis of the nationally recognised AQF, qualifications and Statements of Attainment issued by RTOs.

Assessment within the National Training Framework is the process of collecting evidence and making judgments about whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace, as expressed in the units of competency contained in this Training Package.

When conducting assessments, assessors must ensure that they are familiar with the full text of the units of competency being assessed. In particular, they must ensure that the assessment arrangements:

- cover all elements of the unit of competency being assessed
- address the four dimensions of competency: task skills, task management skills, contingency management skills and job / role environment skills
- are consistent with the Evidence Guide for each relevant unit of competency, as this specifies the context of assessment, the critical aspects of competency, the required underpinning knowledge and skills, and the identification of key competencies and their performance level. In some cases there will be reference to having access to real workplace conditions and infrastructure.

1.2 Australian Quality Training Framework Assessment Requirements for Registered Training Organisations

Assessment for national recognition purposes must meet the requirements of the AQTF. Assessment must be conducted by an RTO formally registered under the Australian Quality Training Framework Standards for Registered Training Organisations with the specific units of competency or Training Package within its scope of registration. The RTO must meet the requirements of the relevant assessment standards in the Australian Quality Training Framework Standards for Registered Training Organisations as set out below.

The RTO’s assessments for national recognition, regardless of whether through a training and assessment pathway or an assessment only pathway, must:

- comply with the Assessment Guidelines included in endorsed Training Packages
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against endorsed units of competency
- be underpinned by an assessment process that complies with the principles of validity, reliability, fairness and flexibility
• provide for applicants to be informed of the context and purpose of the assessment and the assessment process

• focus on the application of knowledge and skills to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills

• involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained

• provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options

• provide for reassessment on appeal

• be equitable for all groups or persons, taking account of cultural and linguistic needs.

Reasonable adjustments are to be made to ensure equity in assessment for people with disabilities. This means that wherever possible, reasonable adjustments are to be made to meet the individual needs of a person with a disability. Adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The RTO’s recognition of prior learning process must be accessible to all applicants upon enrolment and must:

• be structured to minimise the time and cost to applicants

• provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

The RTO must ensure that, in developing, adapting or delivering training and assessment products and services:

• methods used to identify learning needs, and methods for designing training and assessment materials, are documented

• language, literacy and numeracy requirements are consistent with the essential requirements for workplace performance specified in the relevant units of competency and develop the learning capacity of the individual

• the requirements of the Training Package are met

• core and elective units, as appropriate, are identified

• customisation meets the requirements specified in the Training Package.
The RTO must document its plans for delivery and assessment of each Training Package qualification and accredited course within its scope of registration. These plans must ensure that:

- the delivery modes and training materials meet the needs of a diverse range of clients
- assessment plans, including proposed validation processes, are developed in consultation with enterprises / industry, and are documented at the point of registration and on application for extension of scope
- where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment plan with the employer and learners, works with the employer to integrate on-the-job and off-the-job training and assessment, and schedules workplace visits to monitor and review the training and assessment
- where a new apprenticeship training contract is in place or being negotiated, individual training plans encompassing both off-the-job training and structured on-the-job training are developed, documented, implemented and monitored for each apprentice or trainee.

The RTO must validate its assessment plans by:

- reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards\(^1\), at least annually
- documenting any action taken to improve the quality and consistency of assessment.

The RTO must have access to the staff, facilities, equipment, training and assessment materials necessary to provide the training and / or assessment within its scope of registration, and to accommodate client numbers and client needs (including off-campus and online delivery and assessment requirements).

RTOs may operate in partnership with other organisations (see below) but, in doing this, are still responsible for the quality of their services and service outcomes.

In order to deliver and / or assess units of competency or qualifications, and issue nationally recognised qualifications under the AQF, RTOs must have those units of competency and / or qualifications within their scope of registration.

### 1.3 Mutual Recognition

Under the *Australian Quality Training Framework Standards for Registered Training Organisations*, every RTO must recognise and accept Statements of Attainment and qualifications issued by any other RTO.

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\(^1\) These may be internal processes with stakeholder involvement or external validations with other providers and / or stakeholders.
1.4 Partnership Arrangements

Under the AQTF, RTOs may enter into arrangements with non-registered organisations, such as schools, industry organisations, government agencies and business enterprises, for delivery and assessment within the RTO’s scope of registration.

Where this is done, the RTO must have a formal agreement with the organisation that provides the training and / or assessment under its name. The agreement must specify how all parties will discharge their responsibilities for ensuring the quality of the training and / or assessment conducted on its behalf, including the qualification requirements for delivery and assessment.

The RTO has full responsibility for the quality and outcomes of any training or assessment conducted on its behalf, and it must maintain a register of all such agreements.

1.5 Recording Assessment Outcomes

The RTO that issues the AQF qualification or Statement of Attainment is responsible for recording, storing, retrieval and accessibility of the assessment outcomes specified in the Australian Quality Training Framework Standards for Registered Training Organisations.

1.6 Reporting Assessment Outcomes

Statements of Attainment and qualifications issued under the AQF must comply with the relevant provisions in the current Australian Qualifications Framework Implementation Handbook.

AQF qualifications must be issued once the full requirements for a qualification, as specified in the Qualifications Framework of the Training Package, have been met. A Statement of Attainment is to be issued where the individual achieves a qualification or is assessed as competent against fewer units of competency than are required for a qualification and the individual has completed the study or assessment process. Qualifications and Statements of Attainment issued must comply with the format specified in the current Australian Qualifications Framework Implementation Handbook.

1.7 Quality Assurance Mechanisms

Under the provisions of the AQTF, RTOs involved in the assessment of the units of competency and qualifications within this Training Package are required to establish and use quality assurance mechanisms in line with their registration requirements.

It is recommended that RTOs include the following procedures within a quality assurance framework:

- establishment of a standard procedure for the selection of assessors
- conduct of regular professional development for assessors
- ongoing recording, monitoring and review of the assessment process, including the assessment plan, assessment outcomes and participant feedback
• development of a comprehensive bank of resources for participants and assessors including:
  - information about the assessment process
  - assessment instruments, where appropriate
  - standardised reporting and recording forms for participants, assessors, trainers and employers
  - guidelines for assessors on the preparation of the assessment plan, conduct of the assessment process, and review of the assessment process.

1.8 Assessment Pathways

Assessment of an individual’s competence against the Animal Care and Management Training Package leads to the issuing of a nationally recognised qualification and / or Statement of Attainment under the AQTF. The Animal Care and Management Training Package incorporates a number of assessment pathways that lead to the recognition of competencies and the issuing of a qualification or Statement of Attainment. These pathways are illustrated in the following diagram.

As indicated above, assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a training and assessment pathway, an assessment only pathway, or a combination of the two. All assessments, by any pathway, must comply with the AQTF assessment requirements for RTOs (see above). Each of these assessment pathways leads to full recognition under the AQF – the critical concern is that the candidate is competent, not how the competency is acquired.

Each of the above pathways is detailed below.

Training and Assessment Pathways

For most candidates assessment and training are integrated, with assessment evidence being collected progressively and feedback being provided to the candidate. The candidate may undertake a structured program of training and assessment while on the job, while off the job, or in a combination of on-the-job and off-the-job environments.
This pathway is particularly suited to new apprenticeships, as trainees can be provided with a mix of formal training, structured workplace experience and formative assessment activities. Through this combination of training and assessment the candidate can acquire and demonstrate the practical skills and knowledge in the relevant units of competency.

**Assessment Only Pathway**

In some circumstances an assessment only (skills recognition) pathway will be warranted. The candidate provides current, quality evidence against the relevant units of competency, and the outcomes of the assessment process indicate that the candidate is competent and that structured training is not required.

This pathway can operate in both on-the-job and off-the-job environments. It is likely to be most appropriate for students enrolling for qualifications who want recognition for prior learning or current competency, for existing workers, for individuals with overseas qualifications, for recent migrants with established work histories, for people returning to the workplace, and for people with disabilities or injuries requiring a change in career.

Candidates wishing to take this pathway should present evidence that they possess the skills and knowledge identified in the relevant units of competency, and then an assessor judges whether the candidate is competent. Summative approaches to assessment may be directed by the candidate (such as in the compilation of portfolios), or by the assessor (such as observation of workplace performance, requiring demonstration of skills, and carrying out oral and written testing).

**Combination of Training and Assessment and Assessment Only Pathways**

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

In such situations, the candidate may undertake an initial assessment to determine their current competency using an assessment only pathway. Once current competency is identified, a structured training and assessment program may be established to ensure that the candidate acquires the required additional competencies. These would be achieved through a training and assessment pathway.

It is important to note that each of these assessment pathways leads to full recognition under the AQF. 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.
1.9 Recognition of Prior Learning and Current Competency

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

- formal or informal training and education
- work experience
- general life experience
- any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained. Competencies achieved and currently held by individuals can be formally assessed against the units of competency and qualifications in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In assessing the competency of individual candidates, assessors must ensure that assessment processes take into account the skills and knowledge that candidates already possess. This can be done by conducting a preassessment where the candidate provides evidence of prior learning. In order for prior learning to be recognised, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed industry or enterprise units 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 determining whether a candidate has presented sufficient 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 units of competency)
- reliable (shows that the candidate consistently meets the units of competency)
- current (reflects the candidate’s current capacity to perform the aspect of the work covered by the standards)
- 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).
1.10 Review and Maintenance of the Assessment System

RTCA is responsible for the ongoing monitoring and review of these Assessment Guidelines. This process will be incorporated into the general review and maintenance of this Training Package.

Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry
- are consistent with the *Australian Quality Training Framework Standards for Registered Training Organisations*
- promote confidence in the system and the assessment outcomes on the part of industry, employers, enterprises, unions, employees, trainees, assessors and trainers
- ensure assessment processes and outcomes are valid, reliable, fair and flexible
- support RTOs in effectively carrying out their responsibilities.
Section 2 – Assessor Requirements

Assessment against the units of competency in the Animal Care and Management Training Package will be carried out in accordance with these endorsed guidelines. The guidelines identify the mandatory minimum qualifications for those conducting assessments. They also clarify how more than one person may contribute to the assessment process where all the required competencies are not held by one person.

2.1 Assessor Qualifications

There are mandatory requirements that must be met by individual assessors or collectively by the members of an assessment team or panel conducting assessments against this Training Package. Assessors must have the following assessment units of competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:

- BSZ401A Plan assessment
- BSZ402A Conduct assessment
- BSZ403A Review assessment.

and the relevant vocational competencies, at least to the level being assessed.

In addition to the above, it is recommended that assessors have comprehensive current knowledge of the industry and the job or role against which performance is being assessed. They should also have appropriate interpersonal and communication skills and knowledge of language, literacy and numeracy issues in the context of assessment. These skills, knowledge and attributes may be developed and demonstrated through:

- participation in professional development
- relevant work experience
- participation in professional / industry networks
- recent planning and review of assessment activities
- participation in assessment validation processes
- recent assessment and/or workplace training activities.

All assessors who are engaged in assessing against this Training Package must be:

- employed by an RTO, or
- acting under the registration of an RTO (for example, an assessor working in an enterprise that has a partnership with the RTO).
This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options listed below show how the requirement to use qualified assessors can be met.

<table>
<thead>
<tr>
<th>Options</th>
<th>Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Assessor</strong></td>
<td>An assessor is required to:</td>
</tr>
<tr>
<td>An individual assessor conducts the assessment</td>
<td>• hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training</td>
</tr>
<tr>
<td></td>
<td>• be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.</td>
</tr>
<tr>
<td></td>
<td>In addition, it is recommended that the assessor is able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the necessary interpersonal and communication skills required in the assessment process.</td>
</tr>
<tr>
<td><strong>Partnership arrangement</strong></td>
<td><strong>Assessor is required</strong> to hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.</td>
</tr>
<tr>
<td>1. An assessor works with a technical expert to conduct the assessment</td>
<td>In addition, it is recommended that the assessor is able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the necessary interpersonal and communication skills required in the assessment process.</td>
</tr>
<tr>
<td></td>
<td>A technical expert is required to be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.</td>
</tr>
<tr>
<td></td>
<td>In addition, it is recommended that the technical expert is able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</td>
</tr>
<tr>
<td></td>
<td>• communicate and liaise with the assessor throughout the assessment process.</td>
</tr>
</tbody>
</table>
2. An **assessor** works with **workplace supervisor** in collecting evidence for valid assessment

<table>
<thead>
<tr>
<th>Options</th>
<th>Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)</th>
</tr>
</thead>
</table>
| 2. An assessor is required to:  
- hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training  
- make the assessment decision. |  
In addition, it is **recommended** that the assessor is able to:  
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts  
- demonstrate the necessary interpersonal and communication skills required in the assessment process  
- communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.  

The workplace supervisor is required to be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.  
In addition, it is **recommended** that the workplace supervisor is able to:  
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed  
- communicate and liaise, where appropriate, with the assessor throughout the assessment process  
- use agreed practices to gather and record evidence for the assessor to make a valid judgement on competency. |

| Assessment team / panel | Members of an assessment team or panel that comprises assessment and industry experience and expertise work together in the collection of evidence and in making judgements about competency. The members of the team must include at least one person who:  
- holds formal recognition of competence in the relevant standards in the Training Package for Assessment and Workplace Training  
- is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed. |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A team working together to conduct the assessment</td>
<td></td>
</tr>
<tr>
<td>Options</td>
<td>Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>In addition, it is <strong>recommended</strong> that members of the team / panel involved in the assessment are able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the necessary interpersonal and communication skills required in the assessment process and liaise with other team / panel members throughout the assessment process.</td>
</tr>
</tbody>
</table>
Section 3 – Designing Assessment Resources

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively they may develop their own assessment materials to meet the needs of their clients.

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

When developing their own assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected units of competency in this Training Package
- the materials are validated to ensure that assessors can gather sufficient, valid and reliable information to make assessment decisions against the units of competency
- the materials and processes meet the AQTF Assessment Requirements for RTOs in Section 1 of this document.

A key reference for assessors engaged in developing assessment materials is the Training Package for Assessment and Workplace Training (BSZ98), and particularly the unit of competency BSZ507A Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.
Section 4 – Conducting Assessment

The following chart describes the industry-preferred process for conducting assessments against the units of competency in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

<table>
<thead>
<tr>
<th>Step 1 - Establish the assessment context</th>
<th>The assessor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• establishes the context and purpose of the assessment</td>
</tr>
<tr>
<td></td>
<td>• identifies the relevant units of competency, Assessment Guidelines and Qualification Framework in this Training Package</td>
</tr>
<tr>
<td></td>
<td>• identifies any NTQC noted support materials that have been developed to facilitate the assessment process</td>
</tr>
<tr>
<td></td>
<td>• analyses the units of competency and identifies the evidence requirements</td>
</tr>
<tr>
<td></td>
<td>• identifies potential evidence collection methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2 - Prepare the candidate</th>
<th>The assessor meets with the candidate to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• explain the context and purpose of the assessment and the assessment process</td>
</tr>
<tr>
<td></td>
<td>• explain the units of competency to be assessed and the evidence to be collected</td>
</tr>
<tr>
<td></td>
<td>• advise on self-assessment, including processes and criteria</td>
</tr>
<tr>
<td></td>
<td>• outline the assessment procedure, the preparation which the candidate should undertake, and answer questions</td>
</tr>
<tr>
<td></td>
<td>• assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies</td>
</tr>
<tr>
<td></td>
<td>• seek feedback regarding the candidate’s understanding of the units of competency, evidence requirements and assessment process</td>
</tr>
<tr>
<td></td>
<td>• determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment</td>
</tr>
<tr>
<td></td>
<td>• develop an assessment plan.</td>
</tr>
</tbody>
</table>
### Step 3 - Plan and prepare the evidence-gathering process

The assessor must:

- establish a plan for gathering sufficient and quality evidence about the candidate’s performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment)
- source or develop assessment materials to assist the evidence-gathering process
- organise equipment or resources required to support the evidence-gathering process
- coordinate and brief other personnel involved in the evidence-gathering process.

### Step 4 - Collect the evidence and make the assessment decision

The assessor must:

- establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and assess this against the Elements, Performance Criteria, Range of Variables and Evidence Guide in the relevant units of competency
- evaluate evidence in terms of the four dimensions of competency: task skills, task management skills, contingency management skills, and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the candidate’s competency, based on the evidence and the relevant units of competency.

### Step 5 - Provide feedback on the assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and the appeals process.
### Step 6 - Record and report the result

The assessor must:

- record the assessment outcome according to the policies and procedures of the RTO
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO
- maintain the confidentiality of the assessment outcome
- organise the issuance of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

### Step 7 - Review the assessment process

On completion of the assessment process, the assessor must:

- review the assessment process
- report on the positive and negative features of the assessment to those responsible for the assessment procedures
- if necessary, suggest ways of improving the assessment procedures to appropriate personnel in the RTO.

### Step 8 - Participate in the reassessment and appeals process

The assessor must:

- provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options
- provide the candidate with information on the reassessment and appeals process
- report any disputed assessment decision to the appropriate personnel in the RTO
- participate in the reassessment or appeal according to the policies and procedures of the RTO.
Section 5 - Further Sources

The following list of resources and organisations is provided to assist assessors in planning, designing, conducting and reviewing assessments against this Training Package.

5.1 General Resources

The key resource, Training Package for Assessment and Workplace Training, is available from:

<table>
<thead>
<tr>
<th>Business Services Training Australia</th>
<th>Australian Training Products Ltd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 17</td>
<td>Level 25</td>
</tr>
<tr>
<td>163 Eastern Road</td>
<td>150 Lonsdale Street</td>
</tr>
<tr>
<td>South Melbourne VIC 3205</td>
<td>Melbourne VIC 3000</td>
</tr>
<tr>
<td>Tel: 03 9645 7455</td>
<td>Tel: 03 9655 0600</td>
</tr>
<tr>
<td>Fax: 03 9645 7556</td>
<td>Fax: 03 9639 4684</td>
</tr>
<tr>
<td>Email: <a href="mailto:assessors@nawtb.com.au">assessors@nawtb.com.au</a></td>
<td>Email: <a href="mailto:sales@atpl.net.au">sales@atpl.net.au</a></td>
</tr>
</tbody>
</table>

5.2 Subject Specific Resources

Assessment instrument design


VETASSESS and Western Australian Department of Training and Employment, 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre, 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.


Assessor training


Conducting assessments


National Assessors and Workplace Trainers Body, Putting it into practice (Training Package Implementation Guide).


Evidence-gathering methods


National Assessors and Workplace Trainers Body, The evidence resource kit - containing language, literacy and numeracy video and CD-ROM.

National Assessors and Workplace Trainers Body, The evidence workbooks.

Assessment system design

National Centre for Vocational Education and Research, 1996, Integrating assessment: removing the on the job/off the job gap, Conference papers from 4-6 June, Western Australian Department of Training.


Managing assessment systems

Western Australia Department of Training and VETASSESS, 1998, Kit for Skills Recognition Organisations, WADTE, Perth.


Recognition and Assessment Centre, 1994, New place: Same Skills – A guide for people from non-English speaking backgrounds, Office of Multicultural Affairs, DEET.

Part D  Customisation Guidelines
Customisation of Animal Care and Management Units of Competency

Customising units of competency involves adding to or changing specific industry or enterprise information in the units to better reflect the work of a particular industry or workplace.

Customisation involves no major changes to the integrity of the units. The areas where additions or changes to information can be made are in the Performance Criteria, the Evidence Guide and the Range of Variables.

Customisation should not be so extensive that the assessment and training required to achieve the unit of competency is decreased or substantially increased.

There are three broad principles relating to the customisation of units of competency. Customisation must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- the Competency Standards system and AQF qualifications.

Customisation can occur in a number of ways.

1. **Performance Criteria** can have terminology changed to reflect equivalent organisational criteria. For example, ‘…according to organisational procedures’ could become ‘…according to XYZ Corporation’s workplace procedures manual’.
   Generic terms can be replaced with specific terms. For example, ‘animals’ could become ‘reptiles’ or ‘aquatic animals’ where it is relevant to the performance of that competency. Performance Criteria can also be added where additional steps may want to be emphasised by the organisation. For example, a worker may be required to immediately contact a nominated person on detection of certain pests or diseases and this can be added as a Performance Criterion into the unit.

2. **The Range of Variables** can similarly be added to or amended to emphasise particular enterprise contexts. Moreover, items in the Range of Variables that are not relevant to an enterprise can be deleted.

3. **The Evidence Guide** can also be changed to suit a specific enterprise context. For example, items under underpinning knowledge and skills can be made more specific or have terminology changed to make them more relevant. Additional knowledge and skill requirements can be added where desired.

Questions regarding customization of units of competency in the Animal Care and Management Training Package should be referred to the Rural Training Council of Australia.
Part E  Competency Standards
1 Competency Standards and their Structure

1.1 What are Competency Standards?

The broad concept of competency is related to realistic work practices expressed as an outcome that can be understood by all people in the workplace as well as by trainers and assessors. It is important that the meaning of competency is interpreted and understood in the same way by different users, and in different situations.

Competency comprises specified knowledge and skills relevant to an industry, and the application of that knowledge and those skills to the standard of performance required in the workplace.

The Australian National Training Authority’s (ANTA's) definition of competency encompasses several features:

‘The concept of competency focuses on what is expected of an employee in the workplace rather than the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments’.

An element of the Training Package is the Competency Standard, which is made up of a number of units of competency. Each unit of competency has a title, unit descriptor, Elements, Performance Criteria, a Range Statement and an Evidence Guide.

The format for Competency Standards for the Animal Care and Management Training Package is shown below.
RUV2101A Work in the animal care industry

This unit of competency covers the process of working on an individual basis and with others in the animal care industry. It requires the ability to follow work schedules and recognise animals commonly found in the workplace.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Undertake an activity according to workplace requirements</td>
</tr>
<tr>
<td></td>
<td>1.1 Work schedule is provided and followed in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>Availability of materials and equipment for tasks is checked and reported to the supervisor.</td>
</tr>
<tr>
<td></td>
<td>Work is performed in accordance with safe work practices and occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td></td>
<td>1.4 Factors affecting work requirements are identified.</td>
</tr>
<tr>
<td></td>
<td>1.5 Possible errors are reported to supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.6 The need for assistance to improve performance is communicated clearly to the appropriate person.</td>
</tr>
<tr>
<td>2</td>
<td>Recognise animals in the workplace</td>
</tr>
<tr>
<td></td>
<td>2.1 A range of animals is identified in accordance with organisational requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Animals are described using identifiable characteristics.</td>
</tr>
</tbody>
</table>

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What could a work schedule include? Daily, weekly or monthly tasks including cleaning the work area.
<table>
<thead>
<tr>
<th><strong>What policies and procedures may be relevant?</strong></th>
<th>Quality system policies and procedures, environmental policies, OHS policies and procedures (including accident reports, responsibilities and duties), standard operating procedures and organisational policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What may be seen as factors affecting work requirements?</strong></td>
<td>Time and weather, other work demands, animal breeding patterns and associated behaviour and feeding times.</td>
</tr>
</tbody>
</table>
| **What are examples of relevant safe work and OHS practices?** | Safe work practices will include the use of personal protective equipment and clothing relevant to the task, and knowledge of the workplace classification of animals such as dangerous, hazardous and species specific (e.g. venomous).  
Safe work practices also include the packaging and handling of loads (including animals and equipment) and appropriate safe handling techniques to reduce muscle load on exertion.  
Protocols for safe work practices include hazard identification and risk minimisation; the handling, use, storage, transport and disposal of chemicals; and the handling and disposal of biological waste.  
The handling of chemicals and medicines in the organisation requires extra care to ensure safe work practices are maintained.  
Some organisations may expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages. |
| **What range of animals may be relevant?** | Animals may be native or introduced species and should include species from the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates).  
Animals will comprise those commonly encountered within the industry workplace. |
| **How will animals be identified?** | Common names will be used to identify animals. However, in some situations scientific names may be required.  
In Indigenous communities, language names can be used in lieu of common names. |
| **What identifiable animal characteristics may be useful when identifying animals?** | Characteristics may include the shape, size, sex, markings, tattoos, microchips, ear tags, brands, colour, texture, hair, movement and behaviour of animals. |
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- follow work schedules and instructions
- work in a safe manner
- communicate effectively with supervisor
- describe a range of animals commonly found in the workplace.

The critical aspects of evidence define particular knowledge and skills that are essential in the performance of the unit of competency.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- workplace policies and procedures, including OHS
- workplace communication channels
- basic knowledge of common animals within the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates).

Depth and scope of specific knowledge and skills is relative to the nominal AQF level of the unit of competency.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to accept responsibility for quality of own work
- ability to maintain safety of self and others in the workplace
- ability to promote workplace cooperation
- ability to contribute to a productive work environment
- ability to follow work schedules
- ability to identify animals commonly found in the workplace
- ability to follow safe work practices
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor

• numeracy skills to complete basic arithmetic calculations and measure volumes

• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in working in the animal care industry. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- animals commonly found in the workplace
- work schedules.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to work in the animal care industry must be transferable to a range of work environments and contexts including the ability to deal with unplanned events. For example, work within animal care industries such as animal technology, animal control and regulation, companion animal services, veterinary nursing or captive animals. It may include workplaces such as city, regional or rural facilities, small and large captive animal facilities, traditional or open-range type facilities, wildlife parks, sanctuaries, mobile farms, theme park environments, veterinary clinics, pet shops, boarding, breeding and / or grooming facilities.
**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in the workplace or in a situation that reproduces normal work conditions. This is either situation to the one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (1) be applied?**
   - Verbally with supervisor and others using relevant organisational terminology.

2. **How can information be collected, analysed and organised (1)?**
   - By recording and reporting possible errors in work.

3. **How are activities planned and organised (1)?**
   - By booking equipment and materials required for work activities.

4. **How can teamwork (1) be applied?**
   - By liaising with supervisor and other staff members on work activities.

5. **How can the use of mathematical ideas and techniques (0) be applied?**
   - Not applicable.

6. **How can problem-solving skills (1) be applied?**
   - By applying time management skills to complete work tasks.

7. **How can the use of technology (1) be applied?**
   - Technology may be required to obtain and record information.

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV2105A Participate in workplace communications...
Unit Title

The unit title is a succinct statement of the broad area of competency covered by the unit and is expressed in terms of the outcome.

Unit Descriptor

The unit descriptor expands, as necessary, on the title of the unit to reflect accurately and clearly the complete purpose and intent of the unit.

Elements of Competency

Elements of competency are the basic building blocks of the unit. They describe, in terms of outcome, the significant functions and tasks that a person in a particular area of work is able to perform.

Performance Criteria

The Performance Criteria specify all the relevant tasks, roles, skills and applied knowledge and understanding that demonstrate competent performance.

Range of Variables

The Range of Variables links the required knowledge and organisational and technical requirements to a context. It describes any contextual variables that will be used or encountered when applying the competency in work situations.

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate competence in the unit of competency. The actual assessment should be conducted in the workplace and / or training environment. The Evidence Guide provides reliable and succinct information about how the quality and level of performance could be determined. The evidence must relate directly to the Elements, Performance Criteria and Range of Variables.

The following components are included in the Evidence Guide:

- critical aspects of evidence
- required knowledge
- required skills
- resource implications
- consistency in performance
- context of assessment.
The Evidence Guide includes the following advice.

- **Clear statements about the assessment process** that direct the focus of the individual, the trainer and the assessor to the holistic nature of competency and the link between the Performance Criteria and underpinning knowledge. The Evidence Guide specifically indicates evidence demonstrating that the competent person can deal with unexpected contingencies beyond the usual routine.

- The Evidence Guide details the specific products, materials or outcomes that must be available to demonstrate competency. Other units of competency that can or should be jointly assessed are indicated. It also deals with any specific issues about the context of assessment, whether it must be assessed under particular workplace conditions, and what conditions a valid simulated environment should meet. It may also include a specific statement of the resource implications, for example, access to particular equipment, infrastructure or situations.

The Evidence Guide may cover consistency in performance to indicate any requirement to demonstrate competency over time in a number of contexts and involving a range of evidence.

**Key Competencies**

Key competencies must be identified in the competency standard within each unit of competency, or at the qualification level.

The Mayer committee has defined seven key competencies underpinning successful activity in life and work:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using mathematical ideas and techniques
- using technology.

They have three levels of performance that should be specified when identifying where they apply in industry competencies.
1.2 Assessment Context

A description of the assessment context is a requirement within the Evidence Guide of each unit of competency. The descriptor of the assessment context will vary from indicating that specified units are to be assessed wholly on the job, to other units requiring assessment in the workplace or in a simulated environment.

Units nominated to be assessed on the job are generally thought to require:

- access to specific machinery or equipment not normally held by an RTO, or
- a live environment (where it has been determined by the industry that assessment needs to take place under workplace pressures, such as timeframes, speed requirements, production schedules, etc).

It is no longer true that all assessment is to be conducted on the job or in a simulated environment. The assessment context is much broader than simply stipulating where assessment is to be undertaken. It also needs to identify:

- the interdependence of the unit (any prerequisite or co-requisite units)
- the assessment methods suitable for a valid and reliable assessment (case studies, folios, observation, questioning, demonstration etc)
- any special physical resources required to conduct the assessment (equipment, description of environment, procedures, legislation, documentation etc)
- any special conditions under which the assessment is to occur (as part of a team, within specified time limits, speed, accuracy, number of times or attempts etc)
- accuracy of assessment outcome (determining whether the person can apply the principles or achieve the unit outcome in a different situation or change of environment).

The manner in which this information is included in each unit of competency is not specified by ANTA, however, two approaches are outlined. Neither specifies the assessment context as being in the workplace or under workplace-simulated conditions, as this is regarded as inappropriate. A description of the conditions and environment required for valid assessment is a better approach, as an institution-based RTO is then in a better position to determine whether the assessment needs to be conducted in the workplace or in a simulated environment.

1.3 Key Competencies

The key competencies are general capabilities prepared by the Mayer committee in *Putting Education to Work: The Key Competencies Report* (Mayer 1992). They were described in the Mayer report as being fundamental to the transfer and application of learning and were defined as a set of capabilities that enable people to transfer to the workplace, knowledge and skills developed in classrooms and other learning situations.
ANTA has recognised the critical role of the key competencies in ensuring that the Australian work force is equipped with the skills necessary to effectively participate in current and emerging forms of work organisation. ANTA specifies that all Training Packages ‘require the effective integration of key competencies’.

The seven key competencies identified in the Mayer report are described below.

1. **Collecting, analysing and organising information**
   The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

2. **Communicating ideas and information**
   The capacity to communicate effectively with others, using a range of spoken, written, graphic and other non-verbal means of expression.

3. **Planning and organising activities**
   The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities, and monitoring one’s performance.

4. **Working with others and in teams**
   The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5. **Solving problems**
   The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

6. **Using mathematical ideas and techniques**
   The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

7. **Using technology**
   The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Key competencies are essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic, in that they apply to work generally rather than to work in particular occupations or industries. (Mayer 1992, p. 5)
Levels of Performance

The Mayer committee established three levels of performance in each of the seven key competencies. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Performance Level 1

Describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcome against established criteria.

Performance Level 2

Describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge the quality of process and outcome.

Performance Level 3

Describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging the quality of process and outcome.

In simple terms:

- Level 1 is concerned with the level of competence needed to undertake tasks effectively
- Level 2 with the ability to manage tasks
- Level 3 with concepts of evaluating and reshaping tasks.

Although the levels are designed and used within units of competency to indicate levels of complexity, the current definitions are problematic. The industry or workplace context is generally seen as far more indicative in determining the degree of difficulty of the application of the key competencies than the prescribed and abstracted performance levels above.

Where the key competencies are explicitly embedded within the units of competency, the level of performance for the group of key competencies involved will align to the AQF level for that unit. This will be more readily understood by those delivering training and / or assessment of the unit rather than the performance levels outlined in the units themselves.

Implications of Key Competencies for Vocational Education and Training

The skills identified by the Mayer committee describe capabilities commonly used as key selection criteria by employers. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The key competencies need to be explicitly developed and applied in vocational education and training, both in delivery and assessment, in order to ensure that staff members have the flexibility and adaptability to respond effectively to current and future directions and challenges within Australian workplaces.
This means that the key competencies cannot be considered as supplementary to vocational competence, they are integral to it. They are part of good learning and are essential to good practice. It is therefore critical that Training Package developers, training program developers, teachers and trainers deliberately incorporate the key competencies into the design, customisation, delivery and assessment of vocational education and training programs.

A deliberate effort is required to incorporate the key competencies explicitly into every stage of the training cycle, (represented in the diagram below), through Competency Standard and Training Package development, and through delivery, learning, assessment and reflection.
1 Animal Care and Management Units of Competency

The following is a list of all units of competency within the Animal Care and Management Training Package.

Animal Care and Management Units

Level 1

- RUV1101A Prepare for animal care work
- RUV1102A Support animal care work
- RUV1103A Support animal care cleaning activities
- RUV1104A Maintain the animal care workplace

Level 2

- RUV2101A Work in the animal care industry
- RUV2102A Follow OHS procedures in an animal care environment
- RUV2103A Assist with general animal care
- RUV2104A Provide food and water for animals
- RUV2105A Participate in workplace communications
- RUV2106A Assist with food preparation
- RUV2107A Provide basic first aid for animals
- RUV2108A Rescue animals and apply basic animal care
- RUV2401A Prepare for and conduct a tour or presentation
- RUV2501A Provide information on companion animals, products and services
- RUV2601A Carry out veterinary reception duties
- RUV2602A Carry out daily clinic routines
- RUV2603A Assist with surgery preparations

Level 3

- RUV3101A Carry out workplace OHS procedures
- RUV3301A Carry out institution containment and exclusion procedures
Part F – Additional Information

RU0502A Conduct euthanasia of research animals
RU0503A Monitor and maintain animal health and wellbeing
RU0504A Provide behavioural enrichment for research animals
RU0505A Carry out simple breeding procedures
RU0506A Work within an animal technology institution
RU0507A Prepare for and monitor anaesthesia in animals
RU0508A Rehabilitate and release native wildlife
RU0509A Work within a captive animal institution
RU0510A Prepare and present information to the public
RU0511A Assist with collection management
RU0501B Develop an institutional husbandry manual
RU0512A Prepare and maintain animal housing
RU0513A Maintain exhibits and assist with their design
RU0514A Prepare animal diets and monitor feeding
RU0515A Monitor and maintain animal health
RU0501C Capture, restrain and assist in moving animals
RU0516A Care for young animals
RU0517A Monitor animal reproduction
RU0518A Condition animals
RU0519A Identify behavioural needs and implement improved husbandry
RU0520A Provide advice on companion animal selection and general care
RU0521A Provide advice on selection and care of aquatic animals
RU0522A Work effectively in the companion animal industry
RU0523A Monitor and maintain health of companion animals
RU0524A Provide enrichment for companion animals
RU0525A Capture, handle and transport companion animals
RU0526A Carry out companion animal breeding procedures
Part F – Additional Information

RUV3508A Prepare companion animal diets and monitor feeding
RUV3509A Maintain aquascapes and aquatic animals

Level 4

RUV4101A Implement and monitor the organisation’s OHS program
RUV4201A Comply with animal control and regulation requirements
RUV4202A Assess and impound animals
RUV4203A Identify and respond to animal behaviour
RUV4204A Manage conflict situations within an animal control and regulation environment
RUV4205A Euthanase sick, injured or unwanted pound animals
RUV4206A Carry out pound procedures
RUV4207A Conduct community awareness programs
RUV4208A Coordinate seizure of animals
RUV4209A Prepare and present animal control and regulation case
RUV4401A Design and evaluate interpretive and learning programs
RUV4402A Implement collection management
RUV4403A Manage enclosures and exhibits
RUV4404A Develop animal diets
RUV4405A Assist in establishing and maintaining a plantation
RUV4406A Develop, monitor and review behavioural management strategies
RUV4501A Manage compliance in the companion animal industry
RUV4502A Hand-rear companion animals
RUV4503A Develop diets for companion animals
RUV4504A Manage and maintain aviaries and bird rooms
RUV4505A Design, construct and maintain aquascapes
RUV4506A Develop enrichment strategies for companion animals
RUV4507A Purchase companion animal livestock
RUV4508A  Manage companion animal breeding
RUV4509A  Provide professional companion animal grooming services
RUV4510A  Provide companion animal hydro-bathing services
RUV4511A  Provide training advice to companion animal owners
RUV4512A  Conduct companion animal training classes
RUV4601A  Coordinate patient admission and discharge
RUV4602A  Apply radiograph routines
RUV4603A  Perform clinic pathology procedures
RUV4604A  Perform clinic office procedures
RUV4605A  Carry out surgical nursing routines
RUV4606A  Nurse animals
RUV4607A  Carry out medical nursing routines
RUV4608A  Coordinate and perform theatre routines
RUV4609A  Provide specific animal care advice
RUV4610A  Carry out veterinary dental nursing procedures
RUV4611A  Prepare, deliver and review animal care education programs
RUV4612A  Coordinate clinic promotional activities
RUV4613A  Develop and implement specific clinic policies

Level 5
RUV5301A  Carry out breeding procedures
RUV5302A  Carry out post-mortem examination of a research animal
RUV5303A  Manage nutrition of research animals
RUV5304A  Manage compliance in animal technology
RUV5305A  Manage and maintain the health of research animals
RUV5306A  Plan an animal technology facility
RUV5307A  Manage laboratory procedures
RUV5308A  Administer anaesthesia and perform surgery on animals for scientific purposes
RUV5401A  Design and develop enclosures and exhibits
RUV5402A  Develop and monitor collection management
RUV5601A  Manage nursing requirements for specialised surgical procedures
RUV5602A  Carry out postoperative nursing routines
RUV5603A  Produce veterinary dental oral cavity radiographs
RUV5604A  Provide veterinary dental nursing support for advanced veterinary dental surgery
RUV5605A  Prepare for emergency response
RUV5606A  Perform emergency procedures to sustain life
RUV5607A  Provide nursing support for critical care surgery
Units Imported from Other Training Packages

Business Services

BSBCMNN305A Organise workplace information
BSBCMNN405A Analyse and present research information
BSBFLM304A Participate in work teams
BSBFLM309A Support continuous improvement systems and processes
BSBFLM404A Lead work teams
BSBSBM403A Promote the business
BSBSBM405A Monitor and manage business operations
BSBSBM407A Manage a small team
BSZ404A Train small groups

Local Government

LGAEHRR304A Operate and maintain council pound facilities
LGAPLEM405A Provide assistance in carrying out building inspections

Laboratory Operations

PMLDATA300A Process and record data
PMLMAIN300A Maintain the laboratory fit for purpose
PMLTEST300A Perform basic tests
PMLTEST301A Perform biological laboratory procedures
PMLTEST303A Prepare working solutions
PMLTEST305A Perform aseptic techniques

Public Services

PSPGOV404A Develop and implement work unit plans
PSPPM401A Develop a project
PSPREG404B Investigate non-compliance with legislation
PSPREG405A Act on non-compliance
Rural – Common

RTC2704A  Provide basic first aid
RTC3310A  Operate specialised machinery and equipment

Conservation and Land Management

RTD2101A  Apply animal trapping techniques
RTD3125A  Respond to wildlife emergencies
RTD4402A  Define the pest problem
RTD4406A  Implement a pest management action plan

Retail

WRRCA1B  Operate retail equipment
WRRCA5B  Operate retail information technology systems
WRRCS2B  Apply point of sale handling procedures
WRRF1B  Balance register / terminal
WRRI1B  Perform stock control procedures
WRRM3B  Coordinate merchandise presentation
WRR01B  Manage merchandise and store presentation
WRR05B  Control inventory
2 Animal Care and Management Relationship Matrix

The following relationship matrix lists all units of competency within the Animal Care and Management Training Package and identifies their relationship to particular industry sectors.

**Category 1** identifies a unit that was specifically developed for an industry sector.

**Category 2** identifies a unit that was specifically developed for an industry sector but may be relevant within other industry sectors.

**Category 3** identifies a unit that was developed for a number of industry sectors and is generic in nature.
### Units of competency included in Certificate I qualifications

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Animal Control and Regulation</th>
<th>Animal Technology</th>
<th>Captive Animals</th>
<th>Companion Animal Services</th>
<th>Veterinary Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV1101A</td>
<td>Prepare for animal care work</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV1102A</td>
<td>Support animal care work</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV1103A</td>
<td>Support animal care cleaning activities</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV1104A</td>
<td>Maintain the animal care workplace</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Units of competency included in Certificate II qualifications

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Animal Control and Regulation</th>
<th>Animal Technology</th>
<th>Captive Animals</th>
<th>Companion Animal Services</th>
<th>Veterinary Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV2101A</td>
<td>Work in the animal care industry</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2102A</td>
<td>Follow OHS procedures in an animal care environment</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2103A</td>
<td>Assist with general animal care</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2104A</td>
<td>Provide food and water for animals</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2105A</td>
<td>Participate in workplace communications</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2106A</td>
<td>Assist with food preparation</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2107A</td>
<td>Provide basic first aid for animals</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RUV2108A</td>
<td>Rescue animals and apply basic animal care</td>
<td>3</td>
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3 Animal Care and Management Mapping Document

The following mapping document shows the relationship between the veterinary nursing units of competency from the former Veterinary Nursing Training Package (RUV98) and the newly endorsed Animal Care and Management Training Package (RUV04).

All other units of competency included in the Animal Care and Management Training Package are ‘new’ or have been imported from other national endorsed Training Packages. As they do not have a relationship to the former Veterinary Nursing Training Package (RUV98), they have not been included in this mapping document.
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<tr>
<th>RUV98 Unit Code</th>
<th>RUV98 Unit Title</th>
<th>RUV04 Unit Code</th>
<th>RUV04 Unit Title</th>
<th>Relationship between RUV98 and RUV04 veterinary nursing units of competency</th>
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<tr>
<td>RUVVEN208A</td>
<td>Plan daily work routines</td>
<td>RUV2101A</td>
<td>Work in the animal care industry</td>
<td>These two units are not equivalent. New unit covers information on the industry, legislative requirements and recognition of animals.</td>
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<td>Follow clinic occupational health and safety procedures</td>
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<td>RUVVEN205A</td>
<td>Use hazardous substances safely</td>
<td>RUV2102A</td>
<td>Follow OHS procedures in an animal care environment</td>
<td>RUVVEN204A, RUVVEN205A and RUVVEN207A together are equivalent to RUV2102A Follow OHS procedures in an animal care environment.</td>
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<td>RUVVEN207A</td>
<td>Act to minimise emergencies and respond to a variety of situations</td>
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<td>RUVVEN206A</td>
<td>Communicate in the workplace</td>
<td>RUV2105A</td>
<td>Participate in workplace communications</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN201A</td>
<td>Carry out reception duties</td>
<td>RUV2601A</td>
<td>Carry out veterinary reception duties</td>
<td>These two units are equivalent. RUVVEN201A has an additional performance criterion in element 3 regarding office routines.</td>
</tr>
<tr>
<td>RUVVEN202A</td>
<td>Carry out daily clinic routines</td>
<td>RUV2602A</td>
<td>Carry out daily clinic routines</td>
<td>RUVVEN202A included an additional element on clinic security. RUV2602A has a new element on stock control taken from RUVVEN304A. Therefore to achieve equivalence with RUV2602A, RUVVEN202A and element one of RUVVEN304A must be demonstrated.</td>
</tr>
<tr>
<td>RUVVEN203A</td>
<td>Carry out surgery preparations</td>
<td>RUV2603A</td>
<td>Assist with surgery preparations</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN301A</td>
<td>Carry out patient admission and discharge</td>
<td>RUV4601A</td>
<td>Coordinate patient admission and discharge</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN302A</td>
<td>Apply radiographic routines</td>
<td>RUV4602A</td>
<td>Apply radiographic routines</td>
<td>These two units are equivalent. RUV4602A has an additional performance criterion in element 3 regarding the identification of clients’ needs.</td>
</tr>
<tr>
<td>RUVVEN303A</td>
<td>Implement clinic pathology support procedures</td>
<td>RUV4603A</td>
<td>Perform clinic pathology procedures</td>
<td>RUVVEN303A and RUVVEN401A together are equivalent to RUV4603A.</td>
</tr>
</tbody>
</table>
### Relationship between RUV98 and RUV04 veterinary nursing units of competency

<table>
<thead>
<tr>
<th>RUV98 Unit Code</th>
<th>RUV98 Unit Title</th>
<th>RUV04 Unit Code</th>
<th>RUV04 Unit Title</th>
<th>Relationship between RUV98 and RUV04 veterinary nursing units of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUVVEN401A</td>
<td>Apply haematology and blood chemistry tests, radiographic and other test procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN304A</td>
<td>Provide clinic and administration support</td>
<td>RUV4604A</td>
<td>Perform clinic office procedures</td>
<td>RUVVEN304A and RUVVEN404A together more than meet the requirements of RUV4604A.</td>
</tr>
<tr>
<td>RUVVEN404A</td>
<td>Implement clinic office routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN305A</td>
<td>Carry out surgical nursing routines</td>
<td>RUV4605A</td>
<td>Carry out surgical nursing routines</td>
<td>RUVVEN305A and RUVVEN403A together more than meet the requirements of RUV4605A.</td>
</tr>
<tr>
<td>RUVVEN403A</td>
<td>Carry out nursing procedures for non-routine surgery</td>
<td></td>
<td></td>
<td>Note – one element in RUVVEN305A and two elements in RUVVEN403A are not included in the new unit. These elements are covered in other units.</td>
</tr>
<tr>
<td>RUVVEN306A</td>
<td>Provide animal care</td>
<td>RUV4606A</td>
<td>Nurse animals</td>
<td>RUVVEN306A more than meets the requirements of RUV4606A, therefore they are equivalent. Note – element 2 in RUVVEN306A is concerned with giving health advice to owners and this is now covered in RUV4609A.</td>
</tr>
<tr>
<td>RUVVEN307A</td>
<td>Apply specific clinic routines</td>
<td>RUV4607A</td>
<td>Carry out medical nursing routines</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN402A</td>
<td>Coordinate theatre routines</td>
<td>RUV4608A</td>
<td>Coordinate and perform theatre routines</td>
<td>RUVVEN402A and element 4 of RUVVEN305A are equivalent to RUV4608A.</td>
</tr>
<tr>
<td>RUVVEN405A</td>
<td>Provide specific animal care advice</td>
<td>RUV4609A</td>
<td>Provide specific animal care advice</td>
<td>These two units are not equivalent. Note – there is an additional element on animal behaviour in the new unit.</td>
</tr>
<tr>
<td>RUVVEN413A</td>
<td>Perform dental prophylaxis</td>
<td>RUV4610A</td>
<td>Carry out veterinary dental nursing procedures</td>
<td>These two units are not equivalent. Note – in the new unit, oral examinations has been expanded and there is a new element for assisting in the performance of a simple extraction under veterinary supervision.</td>
</tr>
<tr>
<td>RUVVEN502A</td>
<td>Prepare and implement animal care education systems</td>
<td>RUV4611A</td>
<td>Prepare, deliver and review animal care education programs</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUV98 Unit Code</td>
<td>RUV98 Unit Title</td>
<td>RUV04 Unit Code</td>
<td>RUV04 Unit Title</td>
<td>Relationship between RUV98 and RUV04 veterinary nursing units of competency</td>
</tr>
<tr>
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</tr>
<tr>
<td>RUVVEN503A</td>
<td>Implement practice marketing policies</td>
<td>RUV4612A</td>
<td>Coordinate clinic promotional activities</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN501A</td>
<td>Prepare and organise implementation of specific clinic policies</td>
<td>RUV4613A</td>
<td>Develop and implement specific clinic policies</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN406A</td>
<td>Carry out admission and discharge of patients undergoing specialised surgical procedure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN408A</td>
<td>Facilitate/supervise operating theatre maintenance</td>
<td>RUV5601A</td>
<td>Manage nursing requirements for specialised surgical procedures</td>
<td>These units are not equivalent.</td>
</tr>
<tr>
<td>RUVVEN409A</td>
<td>Manage the maintenance of surgical clothing and instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN407A</td>
<td>Carry out specialised surgical nursing procedures</td>
<td>RUV5602A</td>
<td>Carry out postoperative nursing routines</td>
<td>These two units are not equivalent.</td>
</tr>
<tr>
<td>RUVVEN412A</td>
<td>Produce oral cavity radiographs</td>
<td>RUV5603A</td>
<td>Produce veterinary dental oral cavity radiographs</td>
<td>These two units are not equivalent.</td>
</tr>
<tr>
<td>RUVVEN410A</td>
<td>Carry out admission and discharge of dental patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN411A</td>
<td>Manage instrument and equipment maintenance</td>
<td>RUV5604A</td>
<td>Provide veterinary dental nursing support for advanced veterinary dental surgery</td>
<td>These units are not equivalent.</td>
</tr>
<tr>
<td>RUVVEN414A</td>
<td>Provide veterinary nursing support for dental surgery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN417A</td>
<td>Ensure a state of readiness is maintained by all staff</td>
<td>RUV5605A</td>
<td>Prepare for emergency response</td>
<td>These two units are equivalent.</td>
</tr>
<tr>
<td>RUVVEN415A</td>
<td>Carry out patient admission</td>
<td>RUV5606A</td>
<td>Perform emergency procedures to sustain life</td>
<td>These two units are not equivalent.</td>
</tr>
<tr>
<td>RUVVEN416A</td>
<td>Provide specific critical care nursing routines</td>
<td>RUV5607A</td>
<td>Provide nursing support for critical care surgery</td>
<td>These units are not equivalent.</td>
</tr>
<tr>
<td>RUV98 Unit Code</td>
<td>RUV98 Unit Title</td>
<td>RUV04 Unit Code</td>
<td>RUV04 Unit Title</td>
<td>Relationship between RUV98 and RUV04 veterinary nursing units of competency</td>
</tr>
<tr>
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</tr>
<tr>
<td>RUVVEN418A</td>
<td>Implement patient discharge routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUVVEN504A</td>
<td>Deliver and review training</td>
<td>BSZ404A</td>
<td>Train small groups</td>
<td>This unit is suggested as a replacement.</td>
</tr>
<tr>
<td>RUVVEN505A</td>
<td>Organise human resources</td>
<td>BSBHR506A</td>
<td>Manage recruitment, selection and induction processes</td>
<td>This unit is suggested as a replacement.</td>
</tr>
</tbody>
</table>
4 Context of Assessment – Summary

The following table lists all units within the Animal Care and Management Training Package and identifies the context of assessment for that particular unit.

Most units have the following Statement A or Statement B and others include more detailed information.

**Statement A**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace (animal control and regulation, animal technology, captive animal, companion animal or veterinary nursing) or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**Statement B**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace (animal control and regulation, animal technology, captive animal, companion animal or veterinary nursing).

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
<table>
<thead>
<tr>
<th>Animal Care and Management Units of Competency</th>
<th>Context of Assessment Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUVA1101A Prepare for animal care work</td>
<td>A</td>
</tr>
<tr>
<td>RUVA1102A Support animal care work</td>
<td>A</td>
</tr>
<tr>
<td>RUVA1103A Support animal care cleaning activities</td>
<td>A</td>
</tr>
<tr>
<td>RUVA1104A Maintain the animal care workplace</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2101A Work in the animal care industry</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2102A Follow OHS procedures in an animal care environment</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2103A Assist with general animal care</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2104A Provide food and water for animals</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2105A Participate in workplace communications</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2106A Assist with food preparation</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2107A Provide basic first aid for animals</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2108A Rescue animals and apply basic animal care</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2401A Prepare for and conduct a tour or presentation</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2501A Provide information on companion animals, products and services</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2601A Carry out veterinary reception duties</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2602A Carry out daily clinic routines</td>
<td>A</td>
</tr>
<tr>
<td>RUVA2603A Assist with surgery preparations</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3101A Carry out workplace OHS procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3301A Carry out institution containment and exclusion procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3302A Conduct euthanasia of research animals</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3303A Monitor and maintain animal health and wellbeing</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3304A Provide behavioural enrichment for research animals</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3305A Carry out simple breeding procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3306A Work within an animal technology institution</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3307A Prepare for and monitor anaesthesia in animals</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3401A Rehabilitate and release native wildlife</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3402A Work within a captive animal institution</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3403A Prepare and present information to the public</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3404A Assist with collection management</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3405A Develop an institutional husbandry manual</td>
<td>A</td>
</tr>
<tr>
<td>RUVA3406A Prepare and maintain animal housing</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3407A Maintain exhibits and assist with their design</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3408A Prepare animal diets and monitor feeding</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3409A Monitor and maintain animal health</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3410A Capture, restrain and assist in moving animals</td>
<td>B</td>
</tr>
<tr>
<td>RUVA3411A Care for young animals</td>
<td>B</td>
</tr>
<tr>
<td>Animal Care and Management Units of Competency</td>
<td>Context of Assessment Statement</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>RUV3412A Monitor animal reproduction</td>
<td>B</td>
</tr>
<tr>
<td>RUV3413A Condition animals</td>
<td>B</td>
</tr>
<tr>
<td>RUV3414A Identify behavioural needs and implement improved husbandry</td>
<td>B</td>
</tr>
<tr>
<td>RUV3501A Provide advice on companion animal selection and general care</td>
<td>A</td>
</tr>
<tr>
<td>RUV3502A Provide advice on selection and care of aquatic animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV3503A Work effectively in the companion animal industry</td>
<td>A</td>
</tr>
<tr>
<td>RUV3504A Monitor and maintain health of companion animals</td>
<td>B</td>
</tr>
<tr>
<td>RUV3505A Provide enrichment for companion animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV3506A Capture, handle and transport companion animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV3507A Carry out companion animal breeding procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUV3508A Prepare companion animal diets and monitor feeding</td>
<td>A</td>
</tr>
<tr>
<td>RUV3509A Maintain aquascapes and aquatic animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV4101A Implement and monitor the organisation’s OHS program</td>
<td>A</td>
</tr>
<tr>
<td>RUV4201A Comply with animal control and regulation requirements</td>
<td>A</td>
</tr>
<tr>
<td>RUV4202A Assess and impound animals</td>
<td>B</td>
</tr>
<tr>
<td>RUV4203A Identify and respond to animal behaviour</td>
<td>B</td>
</tr>
<tr>
<td>RUV4204A Manage conflict situations within an animal control and regulation environment</td>
<td>A</td>
</tr>
<tr>
<td>RUV4205A Euthanase sick, injured or unwanted pound animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV4206A Carry out pound procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUV4207A Conduct community awareness programs</td>
<td>A</td>
</tr>
<tr>
<td>RUV4208A Coordinate seizure of animals</td>
<td>B</td>
</tr>
<tr>
<td>RUV4209A Prepare and present animal control and regulation case</td>
<td>A</td>
</tr>
<tr>
<td>RUV4401A Design and evaluate interpretive and learning programs</td>
<td>B</td>
</tr>
<tr>
<td>RUV4402A Implement collection management</td>
<td>B</td>
</tr>
<tr>
<td>RUV4403A Manage enclosures and exhibits</td>
<td>B</td>
</tr>
<tr>
<td>RUV4404A Develop animal diets</td>
<td>B</td>
</tr>
<tr>
<td>RUV4405A Assist in establishing and maintaining a plantation</td>
<td>B</td>
</tr>
<tr>
<td>RUV4406A Develop, monitor and review behavioural management strategies</td>
<td>B</td>
</tr>
<tr>
<td>RUV4501A Manage compliance in the companion animal industry</td>
<td>A</td>
</tr>
<tr>
<td>RUV4502A Hand-rear companion animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV4503A Develop diets for companion animals</td>
<td>B</td>
</tr>
<tr>
<td>RUV4504A Manage and maintain aviaries and bird rooms</td>
<td>A</td>
</tr>
<tr>
<td>RUV4505A Design, construct and maintain aquascapes</td>
<td>A</td>
</tr>
<tr>
<td>RUV4506A Develop enrichment strategies for companion animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV4507A Purchase companion animal livestock</td>
<td>A</td>
</tr>
<tr>
<td>RUV4508A Manage companion animal breeding</td>
<td>A</td>
</tr>
</tbody>
</table>
### Animal Care and Management Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Context of Assessment Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUV4509A</td>
<td>Provide professional companion animal grooming services</td>
<td>Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace that offers grooming services, or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.</td>
</tr>
<tr>
<td>RUV4510A</td>
<td>Provide companion animal hydro-bathing services</td>
<td>Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a mobile hydro-bath with clients and animals. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.</td>
</tr>
<tr>
<td>RUV4511A</td>
<td>Provide training advice to companion animal owners</td>
<td>Assessment for this unit of competency should include a practical component and will be most appropriately assessed in a situation involving clients and their animals. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.</td>
</tr>
<tr>
<td>RUV4512A</td>
<td>Conduct companion animal training classes</td>
<td>Assessment for this unit of competency should include a practical component and will be most appropriately assessed in a situation involving clients and their animals. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.</td>
</tr>
<tr>
<td>RUV4601A</td>
<td>Coordinate patient admission and discharge</td>
<td>A</td>
</tr>
<tr>
<td>RUV4602A</td>
<td>Apply radiograph routines</td>
<td>A</td>
</tr>
<tr>
<td>RUV4603A</td>
<td>Perform clinic pathology procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUV4604A</td>
<td>Perform clinic office procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUV4605A</td>
<td>Carry out surgical nursing routines</td>
<td>B</td>
</tr>
<tr>
<td>RUV4606A</td>
<td>Nurse animals</td>
<td>B</td>
</tr>
<tr>
<td>RUV4607A</td>
<td>Carry out medical nursing routines</td>
<td>A</td>
</tr>
<tr>
<td>RUV4608A</td>
<td>Coordinate and perform theatre routines</td>
<td>B</td>
</tr>
<tr>
<td>RUV4609A</td>
<td>Provide specific animal care advice</td>
<td>A</td>
</tr>
<tr>
<td>RUV4610A</td>
<td>Carry out veterinary dental nursing procedures</td>
<td>B</td>
</tr>
<tr>
<td>RUV4611A</td>
<td>Prepare, deliver and review animal care education programs</td>
<td>A</td>
</tr>
<tr>
<td>RUV4612A</td>
<td>Coordinate clinic promotional activities</td>
<td>A</td>
</tr>
<tr>
<td>RUV4613A</td>
<td>Develop and implement specific clinic policies</td>
<td>A</td>
</tr>
<tr>
<td>RUV5301A</td>
<td>Carry out breeding procedures</td>
<td>A</td>
</tr>
<tr>
<td>RUV5302A</td>
<td>Carry out post-mortem examination of a research animal</td>
<td>A</td>
</tr>
<tr>
<td>RUV5303A</td>
<td>Manage nutrition of research animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV5304A</td>
<td>Manage compliance in animal technology</td>
<td>A</td>
</tr>
<tr>
<td>RUV5305A</td>
<td>Manage and maintain the health of research animals</td>
<td>A</td>
</tr>
<tr>
<td>RUV5306A</td>
<td>Plan an animal technology facility</td>
<td>A</td>
</tr>
<tr>
<td>RUV5307A</td>
<td>Manage laboratory procedures</td>
<td>A</td>
</tr>
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</tr>
<tr>
<td>RUV5308A Administer anaesthesia and perform surgery on animals for scientific purposes</td>
<td>Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology workplace or an environment that reproduces normal work conditions. In either situation, appropriate current licenses must be held and there must be access to an approved Animal Ethics Committee (AEC). There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency. This would include animals, anaesthetic equipment, anaesthetic agents, surgical instruments and equipment as required for the anaesthetic and surgical procedure.</td>
<td></td>
</tr>
<tr>
<td>RUV5401A Design and develop enclosures and exhibits</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>RUV5402A Develop and monitor collection management</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>RUV5601A Manage nursing requirements for specialised surgical procedures</td>
<td>Assessment for this unit of competency is to be largely practical in nature and must be assessed in a clinic or hospital where registered specialists are performing specialised surgical procedures. There must be access in this situation to the appropriate surgical equipment and/or resources relevant to the specialised surgical procedures taking place in the clinic to enable one to demonstrate competency.</td>
<td></td>
</tr>
<tr>
<td>RUV5602A Carry out postoperative nursing routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUV5603A Produce veterinary dental oral cavity radiographs</td>
<td>Assessment for this unit of competency is to be largely practical in nature and must be assessed in a clinic or hospital, a specialist veterinary dental clinic or hospital, or a referral veterinary dental clinic or hospital where registered veterinary dental specialists perform advanced veterinary dentistry. There must be access in this situation to the appropriate dental equipment, instruments and/or resources to enable one to demonstrate competency.</td>
<td></td>
</tr>
<tr>
<td>RUV5604A Provide veterinary dental nursing support for advanced veterinary dental surgery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUV5605A Prepare for emergency response</td>
<td>Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary hospital or an emergency or specialist veterinary clinic where an extensive range of emergency and specialised critical care procedures are performed. There must be access in this situation to the appropriate emergency and specialised critical care equipment and/or resources to enable one to demonstrate competency.</td>
<td></td>
</tr>
<tr>
<td>RUV5606A Perform emergency procedures to sustain life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUV5607A Provide nursing support for critical care surgery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part G  National Competency Standards
Level 1 Animal Care and Management Units

RU01101A  Prepare for animal care work ................................................................. 123
RU01102A  Support animal care work ................................................................. 129
RU01103A  Support animal care cleaning activities ............................................. 134
RU01104A  Maintain the animal care workplace ................................................. 139
**RUV1101A Prepare for animal care work**

This unit of competency covers the process of preparing to work in the animal care industry. It requires the ability to observe safe work practices, communicate with others and contribute to a productive work environment. Preparing to work with animals requires knowledge of communication procedures, systems and technology and industry expectations of conduct, presentation and work performance.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas. One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information. All tasks would be conducted under strict and direct supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Observe safe work practices</td>
<td>1.1 <strong>Personal protective clothing and equipment</strong> is used according to best practice standards when completing work tasks.</td>
</tr>
<tr>
<td></td>
<td>1.2 The safety of machines, tools and equipment is checked before use.</td>
</tr>
<tr>
<td></td>
<td>1.3 Correct <strong>manual handling</strong> techniques are used.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Hazards</strong> are reported to supervisors.</td>
</tr>
<tr>
<td></td>
<td>1.5 Supervisors are immediately informed verbally when there is an emergency.</td>
</tr>
<tr>
<td></td>
<td>1.6 Machines, tools and equipment are operated to manufacturers’ specifications and in accordance with supervisors’ instructions.</td>
</tr>
<tr>
<td></td>
<td>1.7 Safety procedures involved in the handling of hazardous substances are followed as required.</td>
</tr>
<tr>
<td></td>
<td>1.8 Safety procedures to protect the health and safety of people in the workplace are followed.</td>
</tr>
<tr>
<td>2 Communicate with others</td>
<td>2.1 <strong>Instructions and notices</strong> are interpreted and observed.</td>
</tr>
<tr>
<td></td>
<td>2.2 Simple messages from clients are taken and passed on to supervisors.</td>
</tr>
<tr>
<td></td>
<td>2.3 <strong>Communication</strong> is conducted in a courteous manner.</td>
</tr>
</tbody>
</table>
3 Contribute to a productive work environment

3.1 Work practices contribute positively to quality, productivity and conditions, and promote cooperation and good relationships in the work environment.

3.2 Industry expectations of conduct and presentation are determined and observed.

3.3 Information on working in the industry including employment terms and conditions is collected.

3.4 Work practices are consistent with workplace standards relating to anti-discrimination and workplace harassment.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which <strong>personal protective clothing or equipment</strong> may be required?</th>
<th>Personal protective clothing and equipment may include safety harnesses, eye and ear protection and protection from chemicals including gloves, respirators and headgear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which <strong>hazards</strong> may be relevant?</td>
<td>Hazards may include those relating to manual handling, vehicles, equipment and machinery operation and maintenance and mechanical malfunctions. They may also relate to exposure to moving parts, noise, chemicals, gases, dust, plants and animals, solar radiation, electricity, damaged or broken structures, damaged or worn equipment, items blocking exits, poor surfaces, spillages and breakages.</td>
</tr>
<tr>
<td>What is included in <strong>manual handling</strong>?</td>
<td>Moving, lifting, shovelling, loading materials, pulling, pushing, up-ending materials, hand tool use and handling plants and animals.</td>
</tr>
<tr>
<td>What types of <strong>instructions and notices</strong> may be relevant?</td>
<td>Verbal and written directions, notes, messages, rosters, labels, symbols, signs, tables, simple graphs, personnel information, safety material, documentation with client details, organisation-specific data and industry network details.</td>
</tr>
<tr>
<td>Which forms of <strong>communication</strong> may be relevant?</td>
<td>Face to face, telephone, written or electronic means.</td>
</tr>
<tr>
<td>What <strong>conduct and presentation</strong> may be relevant?</td>
<td>Conduct may include safe behaviour when completing work tasks, punctuality, courtesy, cooperating with others and following directions. Presentation may include personal and workplace hygiene and wearing personal protective clothing.</td>
</tr>
</tbody>
</table>
### What information about the industry may be relevant?

Information may include the different sectors of the industry, the services available in each sector, the relationship between sectors and other industries, industry work conditions, legislation that affects the industry, industrial relations issues, major organisations and career opportunities within the industry, appropriate industry work ethic and quality assurance issues.

### Which employment terms and conditions may be included?

Workplace agreements, relevant union conditions and awards, employment contracts and workplace etiquette and requirements.

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### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- communicate with supervisors and others in the workplace
- follow instructions
- contribute to a productive work environment
- observe safe work practices
- use personal protective clothing and equipment correctly and safely.

---

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- hazards in the industry
- communication procedures, systems and technology relevant to the industry
- industry expectations of conduct, presentation and work performance, including quality and productivity
- appropriate behaviour relating to anti-discrimination and sexual harassment
- industry employment terms and conditions and career pathways.
What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to observe safe work practices
- ability to communicate with others
- ability to use personal protective clothing and equipment correctly
- ability to use equipment and machinery correctly and safely
- literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills/language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency? For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in preparing for animal care work. One must also have access to the resources listed below that include:

- personal protective clothing and equipment
- supervisors
- workplace hazards
- relevant instructions and notices.

What considerations should there be for consistency in performance? To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.
The skills and knowledge required to prepare for animal care work must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different workplaces and industry sectors and with different groups of co-workers.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (1) be applied?**
   - By discussing information about the job, tasks and problems with supervisors.

2. **How can information be collected, analysed and organised (1)?**
   - By locating, applying and clarifying when required workplace and supervisors’ instructions.

3. **How are activities planned and organised (1)?**
   - By discussing work tasks with supervisors in order to complete them efficiently, in a logical sequence and in a timely manner.

4. **How can teamwork (1) be applied?**
   - By participating with others in undertaking work tasks.

5. **How can the use of mathematical ideas and techniques (0) be applied?**
   - Not applicable.

6. **How can problem-solving skills (1) be applied?**
   - By referring to supervisors for guidance.

7. **How can the use of technology (1) be applied?**
   - By using technology to communicate with others.
Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
**RUV1102A Support animal care work**

This unit of competency covers the work required to assist others in safely providing animals with comfortable and clean housing. It requires the ability to assist with the preparation of materials and equipment for work, undertake animal handling activities and handle materials and equipment. Supporting animal care work requires knowledge of safe work practices relating to working with animals and animal husbandry tasks, including the use of related tools and equipment.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas. One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information. All tasks would be conducted under strict and direct supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare materials, tools and equipment for animal care work | 1.1 The required materials, **tools and equipment** are identified according to lists provided and / or supervisors’ **instructions**.  
1.2 Checks are conducted on all materials, tools and equipment and insufficient or faulty items are reported to supervisors.  
1.3 Correct manual handling techniques are used when loading and unloading material to minimise damage to self and the material.  
1.4 Suitable **personal protective equipment** (PPE) is selected and checked prior to use.  
1.5 Work support is provided according to occupational health and safety (OHS) requirements and workplace information.  
1.6 **OHS hazards** are identified and reported to supervisors. |
| 2 Undertake animal care work as directed | 2.1 Instructions and directions provided by supervisors are followed and clarification is sought when necessary.  
2.2 Work is undertaken in a safe and environmentally appropriate manner according to organisational guidelines.  
2.3 Interaction with other staff is carried out in a positive and professional manner. |
2.4 Organisational policies and procedures in relation to workplace practices and the handling and disposal of materials are observed.

2.5 Problems or difficulties in completing work to the required standards or timelines are reported to supervisors.

| 3 | Handle materials and equipment | 3.1 Waste material produced during work is stored in a designated area according to supervisors’ instructions. |
|   |                               | 3.2 Materials, equipment and machinery are handled and transported according to supervisors’ instructions and organisational guidelines. |
|   |                               | 3.3 A clean and safe work site is maintained while working. |

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What tasks may be included in animal care work? | Assistance with selecting, catching and restraining animals; basic grooming, cleaning and maintenance; caring for and feeding animals; loading and unloading goods and materials; and carrying out routine maintenance on animal housing, including fixtures and fittings. |
| Which instructions may be relevant? | Instructions may include standard operating procedures, organisational policies and procedures, job specifications, work notes, material safety data sheets, manufacturers’ instructions and verbal instructions from managers or supervisors. |
| Which tools and equipment may be required for work with animals? | Tools and equipment may include ropes, chains, leads, collars, blankets, bridles, headstalls, leads, rugs, soap, brushes and combs. |
| Which OHS hazards may be associated with animal care work? | Hazards may include exposure to noise, dust, solar radiation, chemicals, hazardous substances, airborne micro-organisms and micro-organisms in soil. They may also relate to sharp hand tools and equipment, manual handling, holes and uneven or slippery surfaces. |
| What are the PPE requirements associated with animal support? | Personal protective clothing and equipment may include protective footwear, gloves, eye and ear protection, face masks and overalls or industry-specific clothing. |
**What waste materials may apply?**

Packaging, broken components and plastic, metal, and paper-based materials.

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### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- prepare tools, equipment and materials for animal care work
- undertake animal care work as directed
- handle materials and equipment
- communicate effectively with supervisors
- follow instructions to complete work activities.

---

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- safe work practices
- animal handling techniques
- animal care
- tools and equipment
- repair and maintenance of animal housing.

---

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- prepare materials, tools and equipment
- undertake work with animals as directed
- handle materials and equipment
- literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
• numeracy skills to complete basic arithmetic calculations and measure volumes
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?
For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in supporting animal care work. One must also have access to the resources listed below that include:
• equipment and / or resources used in animal care work
• animals
• supervisors.

What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to support animal care work must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different animal care organisations and with different animals.

What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   By discussing information about the job, tasks and problems with supervisors.

2. How can information be collected, analysed and organised (1)?
   By locating, applying and clarifying when required workplace and supervisors’ instructions.

3. How are activities planned and organised (1)?
   By discussing work tasks with supervisors in order to complete them efficiently, in a logical sequence and in a timely manner.

4. How can teamwork (1) be applied?
   By communicating and cooperating with other staff in completing tasks.

5. How can the use of mathematical ideas and techniques (1) be applied?
   By counting, tallying and estimating as required when carrying out animal care work.

6. How can problem-solving skills (1) be applied?
   By consulting with supervisors about problems.

7. How can the use of technology (1) be applied?
   By using tools and equipment.

Are there other units of competency that could be assessed with this one?
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV1103A  Support animal care cleaning activities

This unit of competency covers the process of supporting animal care cleaning activities under supervision. It requires the ability to work in a safe manner, undertake cleaning activities as directed, handle materials and equipment and clean up on completion of cleaning activities. Supporting cleaning activities requires knowledge of safe work practices and cleaning equipment, materials and agents.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas. One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information. All tasks would be conducted under strict and direct supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare materials, tools and equipment for cleaning activities</td>
<td>1.1 The required materials, tools and equipment are identified according to lists provided and / or supervisors’ instructions.</td>
</tr>
<tr>
<td></td>
<td>1.2 Checks are conducted on all materials, tools and equipment and insufficient or faulty items are reported to supervisors.</td>
</tr>
<tr>
<td></td>
<td>1.3 Correct manual handling techniques are used when loading and unloading material to minimise damage to self and the material.</td>
</tr>
<tr>
<td></td>
<td>1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.</td>
</tr>
<tr>
<td></td>
<td>1.5 Support for cleaning activities is provided according to occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td></td>
<td>1.6 OHS hazards are identified and reported to supervisors.</td>
</tr>
<tr>
<td>2 Undertake cleaning activities as directed</td>
<td>2.1 Instructions and directions provided by supervisors are followed and clarification is sought when necessary.</td>
</tr>
<tr>
<td></td>
<td>2.2 Work is undertaken in a safe and environmentally appropriate manner according to organisational guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.3 Interaction with other staff is carried out in a positive and professional manner.</td>
</tr>
</tbody>
</table>
2.4 Organisational policies and procedures in relation to workplace practices and the handling and disposal of materials are observed.

2.5 Problems or difficulties in completing work to the required standards or timelines are reported to supervisors.

3 Handle materials and equipment

3.1 Waste material produced during cleaning activities is stored in a designated area according to supervisors’ instructions.

3.2 Materials, equipment and machinery are handled and transported according to supervisors’ instructions and organisational guidelines.

3.3 A clean and safe work site is maintained while completing cleaning activities.

4 Clean up on completion of cleaning activities

4.1 Materials are stored or disposed of according to supervisors’ instructions.

4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers’ specifications and supervisors’ instructions.

4.3 Work outcomes are reported to supervisors.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What tasks may be included in cleaning activities?

Cleaning activities may include assisting with cleaning animal housing, including fixtures and fittings, and cleaning the surrounding work areas.

Which instructions may be relevant?

Instructions may include standard operating procedures, organisational policies and procedures, job specifications, work notes, material safety data sheets and manufacturers’ instructions.

Which tools and equipment may be required for cleaning activities?

Tools and equipment may include brooms, rakes, mops, buckets and cloths.

Which OHS hazards may be associated with cleaning activities?

Hazards may include exposure to dust, noise, airborne micro-organisms, slippery surfaces, obstacles, tripping hazards, fumes and cleaning chemicals and agents. Hazards may also relate to hand tools and equipment, manual handling, overhead gear and other machinery, electric leads and cables, changes in floor level and continual bending and reaching.
What may the **PPE** requirements include?  
Personal protective clothing and equipment may include overalls, gloves, eye and ear protection and face masks.

### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- prepare and use cleaning tools, equipment and materials correctly
- undertake cleaning activities as directed
- communicate effectively with supervisors
- follow instructions to complete work activities.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- safe work practices
- cleaning agents and chemicals
- cleaning tools and equipment
- basic cleaning practices.

#### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to prepare materials, tools and equipment for cleaning activities
- ability to undertake cleaning activities as directed
- ability to handle materials and equipment
- ability to clean, store and maintain equipment and materials
- literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor

• numeracy skills to complete basic arithmetic calculations and measure volumes

• problem-solving skills to use available resources and prioritise daily tasks.

---

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in supporting animal care cleaning activities. One must also have access to the resources listed below that include:

• equipment and / or resources used in animal care work

• supervisors

• cleaning tools, equipment and materials

• cleaning agents

• areas to be cleaned.

---

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to support animal care cleaning activities must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different animal care organisations.

---

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied? By discussing information about the job, tasks and problems with supervisors.

2. How can information be collected, analysed and organised (1)? By locating, applying and clarifying when required workplace and supervisors’ instructions.

3. How are activities planned and organised (1)? By discussing work tasks with supervisors and other team members in order to complete tasks efficiently, in a logical sequence and in a timely manner.

4. How can teamwork (1) be applied? By communicating and cooperating with other staff in completing tasks.

5. How can the use of mathematical ideas and techniques (1) be applied? By counting, tallying and estimating as required when carrying out animal care work.

6. How can problem-solving skills (1) be applied? By consulting with supervisors on any problems.

7. How can the use of technology (1) be applied? By using tools and equipment.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV1104A Maintain the animal care workplace

This unit of competency covers the process of undertaking daily routines to maintain a safe and tidy workplace. Competency is demonstrated by the application of knowledge and skills to a limited range of maintenance tasks under direct supervision. Reporting and recording is undertaken within established routines using methods and procedures that are predictable. There is a specified range of duties and contexts where the choice of actions required is made quite clear by supervisors.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas. One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information. All tasks would be conducted under strict and direct supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Use tools, equipment and machinery | 1.1 Maintenance **tools, equipment and machinery** are identified, collected and prepared for use according to supervisors’ instructions.  
1.2 Unsafe or faulty tools, equipment and machinery are identified and segregated for repair or replacement according to supervisors’ instructions.  
1.3 Tools, equipment and machinery are cleaned, maintained and stored according to manufacturers’ specifications, workplace procedures and supervisors’ instructions. |
| 2 Maintain a clean and safe workplace | 2.1 **Occupational health and safety (OHS) hazards** are identified and reported to supervisors.  
2.2 Suitable **personal protective equipment** (PPE) is selected, used, maintained and stored according to best practice standards.  
2.3 Floors, benches and other flat work surfaces are swept, washed and treated according to supervisors’ instructions.  
2.4 Tools, equipment and materials not in use are stored neatly. |
2.5 Waste and used materials are removed and placed in disposal containers according to supervisors’ instructions.

2.6 Maintenance activities are undertaken according to OHS requirements.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What <strong>tools, equipment and machinery</strong> may be required to maintain the workplace?</th>
<th>Tools, equipment and machinery may include hand and power tools, brooms, hoses and hose attachments, cleaning materials and equipment, high-pressure air and water cleaners and repair tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which <strong>OHS hazards</strong> may be associated with maintaining the workplace?</td>
<td>Hazards may include exposure to noise, dust, airborne micro-organisms and micro-organisms in soil. They may also relate to sharp tools and equipment, manual handling, moving vehicles, machinery and machinery parts, uneven surfaces and flying objects.</td>
</tr>
<tr>
<td>What <strong>PPE</strong> may be required when maintaining the workplace?</td>
<td>Personal protective equipment may include boots, overalls, gloves, eye and ear protection, respirators and face masks.</td>
</tr>
<tr>
<td>Which <strong>disposal containers</strong> may be used in maintaining the workplace?</td>
<td>Disposal containers may be segregated for specified toxic waste materials, recyclable materials, composting waste and reusable and returnable materials.</td>
</tr>
<tr>
<td>Which <strong>OHS requirements</strong> may be relevant?</td>
<td>OHS requirements may include the removal of slip or trip hazards; keeping access ways clear of obstructions; cleaning, maintaining and storing tools, equipment and machinery; appropriate use, storage and maintenance of personal protective equipment; drinking to avoid dehydration; safe operation of tools, equipment and machinery; correct manual handling techniques; maintaining personal hygiene; identifying and reporting hazards to supervisor; and protecting people in the workplace from hazardous substances.</td>
</tr>
</tbody>
</table>
What **maintenance** may be appropriate? **Maintenance activities may include basic repair work such as tightening or replacing loose fixtures, painting small areas and replacing depleted surfaces.**

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- communicate effectively with supervisors and follow instructions
- use equipment, tools and machinery commonly found in the workplace safely and correctly
- undertake basic maintenance activities
- maintain a clean and safe workplace.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational standards for the presentation of workplace and surroundings
- awareness of the relationship between specific maintenance activities and the external environment and of how to minimise the impact of these activities
- workplace hazards
- OHS policies, procedures and responsibilities
- safety symbols and signs.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to work in a team and contribute to team objectives
- ability to understand and follow instructions
- ability to use equipment, tools and machinery correctly and safely
- ability to carry out basic maintenance activities
- literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in maintaining the animal care workplace. One **must** also have access to the resources listed below that include:

- supervisors
- personal protective clothing and equipment
- equipment, tools and machinery commonly found in the workplace.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to **maintain the animal care workplace** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different workplaces and with different maintenance practices and organisational procedures and practices.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.
There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the [key competencies](#), although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>How can <strong>communication of ideas and information</strong> (1) be applied?</th>
<th>By discussing information about the job, tasks and problems with supervisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How can <strong>information be collected, analysed and organised</strong> (1)?</td>
<td>By locating, applying and clarifying when required workplace and supervisors’ instructions.</td>
</tr>
<tr>
<td></td>
<td>How are <strong>activities planned and organised</strong> (1)?</td>
<td>By discussing work tasks with supervisors in order to complete them efficiently, in a logical sequence and in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>How can <strong>teamwork</strong> (1) be applied?</td>
<td>By participating with others in undertaking work tasks.</td>
</tr>
<tr>
<td></td>
<td>How can the use of <strong>mathematical ideas and techniques</strong> (0) be applied?</td>
<td>Not applicable.</td>
</tr>
<tr>
<td></td>
<td>How can <strong>problem-solving skills</strong> (1) be applied?</td>
<td>By referring to supervisors for guidance.</td>
</tr>
<tr>
<td></td>
<td>How can the <strong>use of technology</strong> (1) be applied?</td>
<td>By using technology to communicate with others.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
Level 2 Animal Care and Management Units

RUV2101A Work in the animal care industry ................................................................. 147
RUV2102A Follow OHS procedures in an animal care environment .......................... 152
RUV2103A Assist with general animal care ................................................................. 159
RUV2104A Provide food and water for animals ............................................................ 165
RUV2105A Participate in workplace communications ............................................... 172
RUV2106A Assist with food preparation ..................................................................... 178
RUV2107A Provide basic first aid for animals ............................................................... 184
RUV2108A Rescue animals and apply basic animal care ......................................... 190
RUV2401A Prepare for and conduct a tour or presentation ....................................... 196
RUV2501A Provide information on companion animals, products and services .... 202
RUV2601A Carry out veterinary reception duties ....................................................... 208
RUV2602A Carry out daily clinic routines ................................................................. 215
RUV2603A Assist with surgery preparations .............................................................. 222
RUV2101A Work in the animal care industry

This unit of competency covers the process of working on an individual basis and with others in the animal care industry. It requires the ability to follow work schedules and recognise animals commonly found in the workplace.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Undertake an activity according to workplace requirements</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Work schedule</strong> is provided and followed in accordance with organisational <strong>policies and procedures</strong>.</td>
</tr>
<tr>
<td>1.2</td>
<td>Availability of materials and equipment for tasks is checked and reported to the supervisor.</td>
</tr>
<tr>
<td>1.3</td>
<td>Work is performed in accordance with <strong>safe work practices</strong> and <strong>occupational health and safety</strong> (OHS) requirements.</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Factors affecting work requirements</strong> are identified and discussed with supervisor.</td>
</tr>
<tr>
<td>1.5</td>
<td>Possible errors are reported to supervisor immediately.</td>
</tr>
<tr>
<td>1.6</td>
<td>The need for assistance to improve performance is communicated clearly to the appropriate person.</td>
</tr>
<tr>
<td>2</td>
<td>Recognise animals in the workplace</td>
</tr>
<tr>
<td>2.1</td>
<td>A <strong>range of animals</strong> is <strong>identified</strong> in accordance with organisational requirements.</td>
</tr>
<tr>
<td>2.2</td>
<td>Animals are described using <strong>identifiable characteristics</strong>.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<p>| What could a work schedule include? | Daily, weekly or monthly tasks including cleaning the work area. |</p>
<table>
<thead>
<tr>
<th>What <strong>policies and procedures</strong> may be relevant?</th>
<th>Quality system policies and procedures, environmental policies, OHS policies and procedures (including accident reports, responsibilities and duties), standard operating procedures and organisational policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may be seen as <strong>factors affecting work requirements</strong>?</td>
<td>Time and weather, other work demands, animal breeding patterns and associated behaviour and feeding times.</td>
</tr>
<tr>
<td>What are examples of relevant <strong>safe work and OHS practices</strong>?</td>
<td>Safe work practices will include the use of personal protective equipment and clothing relevant to the task, and knowledge of the workplace classification of animals such as dangerous, hazardous and species specific (e.g. venomous). Safe work practices also include the packaging and handling of loads (including animals and equipment) and appropriate safe handling techniques to reduce muscle load on exertion. Protocols for safe work practices include hazard identification and risk minimisation; the handling, use, storage, transport and disposal of chemicals; and the handling and disposal of biological waste. The handling of chemicals and medicines in the organisation requires extra care to ensure safe work practices are maintained. Some organisations may expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages.</td>
</tr>
<tr>
<td>What <strong>range of animals</strong> may be relevant?</td>
<td>Animals may be native or introduced species and should include species from the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates). Animals will comprise those commonly encountered within the industry workplace.</td>
</tr>
<tr>
<td>How will animals be <strong>identified</strong>?</td>
<td>Common names will be used to identify animals. However, in some situations scientific names may be required. In Indigenous communities, language names can be used in lieu of common names.</td>
</tr>
<tr>
<td>What identifiable <strong>animal characteristics</strong> may be useful when identifying animals?</td>
<td>Characteristics may include shape, size, sex, markings, tattoos, microchips, ear tags, brands, colour, texture, hair, movement and behaviour of animals.</td>
</tr>
</tbody>
</table>
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

• follow work schedules and instructions
• work in a safe manner
• communicate effectively with supervisor
• identify and describe a range of animals commonly found in the workplace.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

• workplace policies and procedures, including OHS
• workplace communication channels
• common animals within the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates).

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

• ability to accept responsibility for quality of own work
• ability to maintain safety of self and others in the workplace
• ability to promote workplace cooperation
• ability to contribute to a productive work environment
• ability to follow work schedules
• ability to identify animals commonly found in the workplace
• ability to follow safe work practices
• literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor

• numeracy skills to complete basic arithmetic calculations and measure volumes

• problem-solving skills to use available resources and prioritise daily tasks.

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For valid assessment, one <strong>must</strong> have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in <strong>working in the animal care industry</strong>. One <strong>must</strong> also have access to the resources listed below that include:</td>
</tr>
<tr>
<td>• an appropriate workplace or an environment that reproduces normal work conditions</td>
</tr>
<tr>
<td>• equipment and resources normally used in the workplace</td>
</tr>
<tr>
<td>• animals commonly found in the workplace</td>
</tr>
<tr>
<td>• work schedules.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What considerations should there be for consistency in performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.</td>
</tr>
</tbody>
</table>

The skills and knowledge required to **work in the animal care industry** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within animal care industries such as animal technology, animal control and regulation, companion animal services, veterinary nursing or captive animals. It may include workplaces such as city, regional or rural facilities, small and large captive animal facilities, traditional or open-range type facilities, wildlife parks, sanctuaries, mobile farms, theme park environments, veterinary clinics, pet shops and boarding, breeding and / or grooming facilities.
What considerations should there be for context of assessment?  
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in the workplace or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?  
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied? Verbally with supervisor and others using relevant organisational terminology.

2 How can information be collected, analysed and organised (1)? By recording and reporting possible errors in work.

3 How are activities planned and organised (1)? By booking equipment and materials required for work activities.

4 How can teamwork (1) be applied? By liaising with supervisor and other staff members on work activities.

5 How can the use of mathematical ideas and techniques (0) be applied? Not applicable.

6 How can problem-solving skills (1) be applied? By applying time management skills to complete work tasks.

7 How can the use of technology (1) be applied? By using technology to obtain and record information.

Are there other units of competency that could be assessed with this one?  
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV2105A Participate in workplace communications
RUV2102A Follow OHS procedures in an animal care environment

This unit of competency covers the process of following organisational occupational health and safety (OHS) policies and procedures in an animal care environment. It requires the ability to follow workplace procedures in hazard identification and risk control, observe safe practices during work operations and participate in arrangements for maintaining the health and safety of the workplace. Following OHS policies and procedures requires knowledge of employee and employer responsibilities under the OHS Act; organisational procedures relating to hazards, fires, emergencies, accidents, evacuations and risk control; and OHS signs and symbols relevant to an area of work.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.


<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Follow workplace procedures for hazard identification and risk control</td>
<td>1.1 <strong>Hazards in the workplace</strong> are recognised and reported to designated personnel according to organisational policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Assessment of risks associated with identified hazards is made in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.3 Workplace procedures and work instructions for controlling risks are followed accurately.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Safe work practices</strong> including OHS are followed accurately.</td>
</tr>
<tr>
<td></td>
<td>1.5 Workplace and evacuation procedures for dealing with <strong>emergencies</strong> are followed whenever necessary within the scope of responsibilities.</td>
</tr>
<tr>
<td></td>
<td>1.6 <strong>Risks</strong> to self, bystanders, the public and animals are recognised and action is taken to eliminate or reduce them.</td>
</tr>
<tr>
<td></td>
<td>1.7 <strong>Employee responsibilities</strong> prescribed in OHS</td>
</tr>
</tbody>
</table>
1.8 Safety **training** is undertaken as directed.

<p>| | | |</p>
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<thead>
<tr>
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</thead>
</table>
| 2 | Observe safe practices during work operations | 2.1 **Personal protective clothing and equipment** are used, maintained and stored in accordance with organisational policies and procedures.  
  
2.2 Basic safety checks on all equipment are undertaken before operation according to organisational **procedures**.  
  
2.3 Hazards associated with the handling of hazardous substances are identified and reported to supervisor in accordance with organisational procedures.  
  
2.4 Manual handling risks are assessed prior to activity, and correct handling techniques are applied. |

<p>| | | |</p>
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<thead>
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</thead>
</table>
| 3 | Work in a safe manner | 3.1 Defined procedures are followed to ensure personal safety.  
  
3.2 All work is carried out in a manner that ensures the safety of self, others and animals.  
  
3.3 Organisational security measures are followed.  
  
3.4 **Clinical waste** is disposed of in line with industry standards and legislative requirements. |

<p>| | | |</p>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 4 | Participate in maintaining a safe workplace | 4.1 Individuals have input into the ongoing monitoring of and reporting on all aspects of workplace safety.  
  
4.2 OHS issues are raised with designated personnel in accordance with organisational procedures and relevant OHS legislation.  
  
4.3 Contributions are provided towards the development of effective solutions to control the level of risk associated with organisational activities. |

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**What hazards in the workplace may be included?**

Hazardous manual handling tasks may include
moving and lifting; carrying bags, drums, cartons and animals; loading materials; and pulling, pushing and up-ending materials.

Workplace hazards for which protective clothing or equipment is required include equipment, animals and chemicals and noise associated with plant.

<table>
<thead>
<tr>
<th>What are examples of relevant <strong>safe work and OHS practices?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe work practices will include the use of personal protective clothing and equipment relevant to the task such as safety goggles and glasses, protective masks and animal handling gauntlets. Protocols for safe work practices include hazard identification and risk minimisation; the handling, use, storage, transport and disposal of chemicals; and the handling and disposal of biological wastes. The handling of chemicals and medicines in the organisation requires extra care to ensure safe work practices are maintained. Safe work practices include the packaging and handling of loads including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Organisations may expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which <strong>emergencies</strong> may apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergencies may include animal escapes; security breaches in a laboratory environment; electrocution, fire, flood, chemical spills, storms and cyclones; gases in confined spaces and gas leaks; and accidents involving equipment, animals and vehicles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What types of <strong>risk</strong> are relevant in an animal care environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risks associated with animals include bites, scratches and wounds associated with animal handling; kicks and crushes associated with animal handling, lifting or moving; zoonoses; and envenomation. Other risks may include threatening animal behaviour leading to injury to a member of the public or personal risk; accidental administration of drugs from sharps; exposure to chemicals (e.g. irritant, carcinogen, corrosive or asphyxiant); repetitive strain injuries and back, joint, muscle or ligament injury from manual handling of animate and inanimate objects; hearing damage; burns; electrocution; and infections from aerosols.</td>
</tr>
<tr>
<td>What employee responsibilities in OHS legislation may be included in this unit?</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>What OHS training may be relevant?</td>
</tr>
<tr>
<td>What personal protective clothing and equipment may be relevant?</td>
</tr>
<tr>
<td>What procedures may be included?</td>
</tr>
<tr>
<td>What is meant by clinical waste?</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- recognise and report workplace hazards and risks
- follow workplace procedures including OHS and evacuation
- contribute to maintaining a safe workplace
- follow safe work practices
- communicate effectively with supervisor and other staff, and follow instructions
- read and interpret symbols used for OHS and safety warning and evacuation signs.
## What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational policies and safe work procedures, including OHS and accident requirements
- potential and significant hazards in the workplace
- OHS legislation
- relevant symbols and codes used for organisational OHS
- enterprise procedures relating to hazards, fires, emergencies, accidents and risk control
- regulations relating to the disposal of hazardous waste.

## What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to identify hazards readily
- ability to demonstrate a mature approach to the daily application of safe work practices that prevent or minimise risk
- ability to follow workplace procedures for hazard identification and risk control
- ability to read safety warning signs
- ability to participate in arrangements for maintaining the health and safety of all people in the workplace
- manual handling techniques
- safe waste handling procedures
- ability to use equipment and materials correctly and in accordance with manufacturers’ specifications
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
- interpersonal skills to work with others and relate to people from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisors
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

### What are the specific resource implications for this unit of competency?
For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in following OHS procedures in an animal care environment. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- workplace procedures, including OHS and evacuation
- personal protective clothing and equipment
- hazards and risks found within the workplace
- symbols used for OHS and evacuation signs.

### What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to follow OHS procedures in an animal care environment must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include different workplaces, OHS issues, work situations and teams.

### What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.
There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can **communication of ideas and information** (1) be applied? By raising OHS issues and discussing safety procedures with supervisor and others.

2 How can **information be collected, analysed and organised** (1)? By recognising hazards and reporting accidents and dangerous occurrences.

3 How are **activities planned and organised** (1)? By demonstrating a planned approach to the application of procedures in the identification and minimisation of risk within the organisation.

4 How can **teamwork** (1) be applied? By staff working together to achieve a safe workplace.

5 How can the **use of mathematical ideas and techniques** (1) be applied? By calculating evacuation times.

6 How can **problem-solving skills** (1) be applied? By following procedures to reduce accidents in the workplace.

7 How can the **use of technology** (1) be applied? By using communications equipment to raise OHS issues and to access and store organisational policies and procedures.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV2103A Assist with general animal care

This unit of competency covers the process of working with others in the animal care and management industry to assist in providing general animal care. It requires the ability to handle animals using appropriate handling techniques, check the general condition and health of animals and clean animal housing, including fixtures and fittings, using appropriate workplace cleaning agents. It requires knowledge of appropriate animal handling techniques and workplace hygiene standards.

Working with animals at this level is likely to be carried out under direct and close supervision according to organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Handle and check animal’s general condition and health</td>
</tr>
<tr>
<td>1.1</td>
<td>Animal is handled ethically using an appropriate technique in accordance with relevant codes of practice and other legislative requirements.</td>
</tr>
<tr>
<td>1.2</td>
<td>Animal is temporarily removed from housing.</td>
</tr>
<tr>
<td>1.3</td>
<td>The general condition and health of animal is checked and recorded in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>1.4</td>
<td>Unusual condition or health of the animal is promptly reported to supervisor.</td>
</tr>
<tr>
<td>1.5</td>
<td>Safe work practices including occupational health and safety (OHS) requirements are followed accurately.</td>
</tr>
<tr>
<td>2</td>
<td>Clean animal housing</td>
</tr>
<tr>
<td>2.1</td>
<td>Animal housing including fixtures and fittings are cleaned, disinfected, replenished and replaced in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>2.2</td>
<td>Any damage to housing and / or fixtures and fittings is promptly reported to supervisor.</td>
</tr>
<tr>
<td>2.3</td>
<td>Minor maintenance to housing and / or fixtures and fittings is carried out whenever necessary within the scope of responsibilities.</td>
</tr>
</tbody>
</table>
2.4 Animal waste is **checked** and recorded in accordance with organisational policies and procedures.

2.5 Animal and other waste is disposed of correctly and in accordance with organisational policies and procedures.

2.6 Animal is returned to housing.

2.7 **Cleaning equipment, materials and agents** are cleaned, replenished and stored in accordance with organisational policies and procedures.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What factors may be considered when determining the **appropriate technique** for handling an animal? | The appropriate handling technique selected could be based on the species, breed, size, weight, sex, health, age, behaviour and degree of humanisation of the animal. |
| How might an animal’s **condition and health** be checked? | The animal’s condition may be checked by weighing and condition scoring. Health status may be determined by general observation of the soundness, wellbeing and alertness of the animal. |
| What are examples of relevant **safe work and OHS practices**? | Safe work practices will include the use of personal protective clothing and equipment including safety goggles and glasses, protective masks, safety gloves, aprons, appropriate footwear and animal handling gauntlets. Protocols for safe work practices include hazard identification and risk minimisation; handling, use, storage, transport and disposal of chemicals; and handling and disposal of biological wastes. The handling of chemicals and medicines in the workplace requires extra care to ensure safe work practices are maintained. Safe work practices include the packaging and handling of loads including animals and equipment. Appropriate safe handling techniques for the task are used to reduce muscle load on exertion. Some workplaces may expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages. |
What are some examples of animal housing?

Cages, enclosures, compounds, brooders, kennels, boxes, baskets, transport boxes, aviaries, bird cages, fish tanks / bowls, aquariums, hessian bags, tanks, stables, enclosures and stalls.

Materials used within animal housing may include hay, straw, shredded paper, sawdust, sand, water, bedding materials, gravel, rocks, natural and artificial features and plants.

What are some examples of fixtures and fittings?

Fixtures and fittings that may be found in animal housing include toys, ornaments, flora, ropes, swings, rocks, stones, bird perches, water and food bowls and containers, filters, filtration systems, lighting, heating and ventilation systems.

What may waste be checked for?

Animal waste such as faecal matter and urates may be checked for frequency, consistency, location and unusual appearance and odour.

What cleaning equipment, materials and agents may be used?

Cleaning equipment and materials may include mops, buckets, rakes, cloths, dustpans, shovels and waste containers.

Cleaning agents may include detergents, antiseptics and acids and alkalines (e.g. bleach or ammonia).

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- assist with the general care of a minimum of one species from at least two of the six major animal groups (mammals, fish, birds, amphibians, invertebrates and reptiles)
- handle animals in a safe and ethical manner
- check correctly the general condition and health of animals through observation, weighing and condition scoring
- dispose of animals and other waste
- report abnormalities to supervisor immediately
- clean, disinfect, replenish and replace animal housing, including fixtures and fittings
- communicate effectively with supervisor and follow instructions.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- animal handling techniques
- basic awareness of natural animal behaviour
- relevant organisational policies and procedures, including OHS requirements
- relevant state or territory legislation relating to animal welfare and ethics
- workplace hygiene standards
- demonstrated knowledge of how disease can spread
- disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to observe animals
- ability to handle animals
- ability to employ safe and environmentally responsible systems and procedures regarding the disposal of animals and other waste
- ability to demonstrate a mature approach to the daily application of safe work practices
- ability to maintain the highest standards of hygiene and disinfection at all times to reduce the risk of infection and cross-infection
- ability to use chemicals and cleaning agents in accordance with state or territory legislation and organisational policies and procedures
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfill the job as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For valid assessment, one <strong>must</strong> have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in <em>assisting with general animal care</em>. One <strong>must</strong> also have access to the resources listed below that include:</td>
</tr>
<tr>
<td>• an appropriate workplace or an environment that reproduces normal work conditions</td>
</tr>
<tr>
<td>• equipment and resources normally used in the workplace</td>
</tr>
<tr>
<td>• animals</td>
</tr>
<tr>
<td>• animal housing, including fixtures and fittings</td>
</tr>
<tr>
<td>• animal waste</td>
</tr>
<tr>
<td>• workplace cleaning equipment, materials and agents</td>
</tr>
<tr>
<td>• organisational policies and procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What considerations should there be for consistency in performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.</td>
</tr>
<tr>
<td>The skills and knowledge required to <em>assist with general animal care</em> must be <strong>transferable</strong> to a different work environment. For example, this could include working within animal care industries such as animal technology, animal control and regulation, companion animal services, veterinary nursing or captive animals. It may include workplaces such as city, regional or rural facilities, small and large captive animal facilities, traditional or open-range type facilities, wildlife parks, sanctuaries, mobile farms, theme park environments, veterinary clinics, pet shops and boarding, breeding and / or grooming facilities.</td>
</tr>
</tbody>
</table>
### What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in the workplace or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How can communication of ideas and information (1) be applied?</td>
<td>By discussing issues with supervisors and other staff.</td>
</tr>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (1)?</td>
<td>By observing animals and recording details when checking their health and condition.</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (1)?</td>
<td>Organisational procedures will demonstrate a planned approach for cleaning activities.</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (1) be applied?</td>
<td>By working with others on agreed tasks.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>By accurately measuring the amount of cleaning agents to be used.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (1) be applied?</td>
<td>By following procedures to reduce accidents in the workplace.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (1) be applied?</td>
<td>By using technology to record the condition and health of animals.</td>
</tr>
</tbody>
</table>

### Are there other units of competency that could be assessed with this one?
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV2104A Provide food and water for animals
RUV2104A Provide food and water for animals

This unit of competency covers the process of preparing and providing food and water for animals. It requires the application of knowledge and skills to provide food and water and report and maintain records. In addition, it requires an awareness of animal welfare and behaviour, and safe workplace and sustainable environmental practices associated with animal care.

Working with animals at this level is likely to be carried out under direct and close supervision according to organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare for feeding</td>
</tr>
<tr>
<td>1.1</td>
<td>Food and food supplements are confirmed and prepared in line with feeding plans.</td>
</tr>
<tr>
<td>1.2</td>
<td>Food temperature requirements for preparation and storage are followed correctly.</td>
</tr>
<tr>
<td>1.3</td>
<td>Existing and potential hazards in the workplace are identified and reported to the supervisor.</td>
</tr>
<tr>
<td>1.4</td>
<td>Food and water containers appropriate to the animal and situation are used.</td>
</tr>
<tr>
<td>1.5</td>
<td>Sufficient food and water containers are used when feeding animals in social and multi-taxa enclosures.</td>
</tr>
<tr>
<td>2</td>
<td>Feed and water animals</td>
</tr>
<tr>
<td>2.1</td>
<td>Suitable personal protective clothing and equipment is selected, used and maintained in accordance with occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td>2.2</td>
<td>Food and food supplements are provided in accordance with feeding plans and organisational policies and procedures.</td>
</tr>
<tr>
<td>2.3</td>
<td>Food and water supply are checked and maintained according to feeding plans.</td>
</tr>
</tbody>
</table>
2.4 Feeding process is **monitored** to ensure animals are feeding effectively in accordance with feeding plans.

2.5 Variations to individual eating and drinking patterns are noted and promptly reported to supervisor.

<table>
<thead>
<tr>
<th>3</th>
<th>Complete the feeding and watering process</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Feeding and watering process is recorded in accordance with organisational procedures.</td>
</tr>
<tr>
<td>3.2</td>
<td><strong>Eating and drinking abnormalities</strong> are recorded and reported to the supervisor according to organisational policies and procedures.</td>
</tr>
<tr>
<td>3.3</td>
<td>A clean and safe area is maintained during and on completion of feeding and watering in accordance with OHS and <strong>organisational requirements</strong>.</td>
</tr>
<tr>
<td>3.4</td>
<td>Food and food supplements are stored according to organisational policies and procedures.</td>
</tr>
<tr>
<td>3.5</td>
<td>Food and food supplement stock levels are recorded and reported to supervisor.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What type of <strong>food and food supplements</strong> may be checked and provided to livestock?</th>
<th>Food and food checks may include quantity of food, quality of food, the incidence of toxic species and weeds, and checking for cleanliness and freshness including the removal of stale or contaminated food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food supplements may include hay, grain, trace elements, vitamins and sources of specific-purpose foods.</td>
<td></td>
</tr>
<tr>
<td>Supplementary feeding may be required to cover seasonal, drought or other feed shortages and trace element deficiencies.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| What might be included in a <strong>feeding plan</strong>? | Target weights, amount and type of food and food supplements, how to introduce animals to dietary changes, feeding frequency and rates, feeding methods and procedures, weed and pest control strategy, supervisor’s instructions, reporting and recording requirements, presentation of food that stimulates activity and allows animals to mimic normal wild activity. |</p>
<table>
<thead>
<tr>
<th>What food temperature requirements may be followed?</th>
<th>Food temperature requirements may include minimum temperature for safe cold storage and minimum temperature and time for defrosting frozen food. The temperature of food may affect palatability or digestion factors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What existing and potential hazards may be encountered in the workplace?</td>
<td>Animal movement and handling, solar radiation, organic and other dusts, excessive noise, moving machinery and vehicles, the contamination from vermin and the possibility of zoonoses.</td>
</tr>
<tr>
<td>What personal protective clothing and equipment may be relevant?</td>
<td>Boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask and sun protection (e.g. sun hat and sunscreen).</td>
</tr>
<tr>
<td>What OHS requirements may apply?</td>
<td>Safe work practices will include the use of personal protective clothing and equipment including safety goggles and glasses, protective masks, safety gloves, aprons, appropriate footwear and animal handling gauntlets. Protocols for safe work practices may include hazard identification and risk minimisation; the handling, use, storage, transport and disposal of chemicals; and the handling and disposal of biological wastes. The handling of chemicals and medicines in the workplace requires extra care to ensure safe work practices are maintained. Safe work practices include the packaging and handling of animals and equipment. Appropriate safe handling techniques for the task are used to reduce muscle load on exertion. Some workplaces may expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages.</td>
</tr>
<tr>
<td>What does checking water supply involve?</td>
<td>Ensuring that quality, quantity and access are sufficient and meet the feeding plan.</td>
</tr>
<tr>
<td>Why should the feeding process be monitored?</td>
<td>The feeding process should be monitored to ensure that no one animal or group of animals dominates the food and / or water supply.</td>
</tr>
<tr>
<td>What eating and drinking abnormalities may be observed?</td>
<td>This may include the general observation of sick animals, shy feeders, weight loss, scouring, greedy (bossy) feeders and ill thrift.</td>
</tr>
<tr>
<td>What organisational requirements may apply?</td>
<td>Standard operating procedures, industry standards, production schedules, work notes, product labels, manufacturers’ specifications, operators’ manuals, organisational policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisor’s oral or written instructions and work and feeding plans.</td>
</tr>
</tbody>
</table>

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RUUV04 Animal Care & Management Training Package
Version 1 to be reviewed by 27 February 2007
### Evidence Guide

<table>
<thead>
<tr>
<th>What are the critical aspects of evidence required for this unit of competency as a whole?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:</td>
</tr>
<tr>
<td>• provide food and water to a minimum of one species from at least two of the six major animal groups (mammals, fish, birds, amphibians, invertebrates and reptiles)</td>
</tr>
<tr>
<td>• monitor and record the condition of animals</td>
</tr>
<tr>
<td>• follow feeding plan to meet the nutritional requirements of animals</td>
</tr>
<tr>
<td>• handle animals in a safe manner</td>
</tr>
<tr>
<td>• recognise hazards</td>
</tr>
<tr>
<td>• monitor the feeding process and report eating and drinking abnormalities</td>
</tr>
<tr>
<td>• maintain records</td>
</tr>
<tr>
<td>• maintain clean, hygienic and safe food preparation and work areas</td>
</tr>
<tr>
<td>• communicate with supervisor and follow instructions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:</td>
</tr>
<tr>
<td>• basic nutritional requirements for animals, including water</td>
</tr>
<tr>
<td>• types of food and food supplements</td>
</tr>
<tr>
<td>• refrigeration requirements for food</td>
</tr>
<tr>
<td>• types of mould and bacteria in food preparation areas</td>
</tr>
<tr>
<td>• animal health and behaviour</td>
</tr>
<tr>
<td>• animal scoring and weighing methods</td>
</tr>
<tr>
<td>• safe animal handling techniques and procedures</td>
</tr>
<tr>
<td>• hazards associated with handling animals and control measures</td>
</tr>
<tr>
<td>• animal welfare and ethics requirements</td>
</tr>
</tbody>
</table>
• personal protective clothing and equipment and when and how it should be used
• organisational policies regarding feeding animals
• recording and reporting routines.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

• provide food and food supplements in accordance with feeding plan
• monitor animal health and condition and recognise abnormalities
• read and follow feeding plan, work plan and supervisor’s instructions
• employ safe and environmentally responsible systems and procedures when handling animals and feed
• communicate and report animal eating and drinking abnormalities and workplace hazards
• maintain animal records
• calculate animal numbers, measure food and rate and frequency of feeding under direct supervision in accordance with feeding plan.

### What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing food and water for animals. One must also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions
• equipment and resources normally used in the workplace
• animals
• organisational policies and procedures
• feeding plan, animal food, food supplements and water.
### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *provide food and water for animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within animal care industries such as animal technology, animal control and regulation, companion animal services, veterinary nursing or captive animals. It may include workplaces such as city, regional or rural facilities, small and large captive animal facilities, traditional or open-range type facilities, wildlife parks, sanctuaries, mobile farms, theme park environments, veterinary clinics, pet shops and boarding, breeding and / or grooming facilities.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in the workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>How can <strong>communication of ideas and information</strong> (1) be applied?</td>
</tr>
<tr>
<td></td>
<td>By gathering information about the feeding plan from supervisors.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>How can <strong>information be collected, analysed and organised</strong> (1)?</td>
</tr>
<tr>
<td></td>
<td>By recording information in respect to eating and drinking.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>How are <strong>activities planned and organised</strong> (1)?</td>
</tr>
<tr>
<td></td>
<td>Activities can be planned and coordinated with feeding and monitoring routines.</td>
</tr>
<tr>
<td></td>
<td>How can <strong>teamwork (1)</strong> be applied?</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of <strong>mathematical ideas and techniques (1)</strong> be applied?</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills (1)</strong> be applied?</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology (1)</strong> be applied?</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV2103A Assist with general animal care
RU2105A Participate in workplace communications

This unit of competency covers the process of effectively participating in workplace communications. It requires the ability to follow simple spoken messages, perform routine workplace duties, follow simple written notices, obtain and provide information in response to workplace requirements, complete relevant work-related documents, and participate in workplace meetings and discussions.

Participating in workplace communications requires an understanding of different modes of communication, basic mathematical processes, and knowledge of communication procedures, and systems and technology relevant to the organisation and the individual’s work responsibilities.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Follow routine spoken messages | 1.1 Required information is gathered by listening and is correctly interpreted.  
|         |                      | 1.2 Instructions and procedures are followed in an appropriate sequence for the task and in accordance with the information received.  
|         |                      | 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.  
|         |                      | 2.2 Routine written instructions and procedures are followed in sequence.  
|         |                      | 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.  
|         |                      | 3.2 Information is interpreted correctly.  
|         |                      | 3.3 Information is written completely, accurately and legibly.  |
3.4 Sources of required information are identified and appropriate contact is established.

3.5 Personal interaction is courteous and enquiries are made clearly and concisely.

3.6 Defined procedures for the location and storage of information are used.

4 Complete relevant work-related documents

4.1 A range of forms relating to conditions of employment is completed accurately and legibly.

4.2 Workplace data is recorded manually or electronically using standard workplace forms and documents.

4.3 Basic mathematical processes are used for routine calculations.

4.4 Errors in recording information on forms and documents are identified and rectified.

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.

5.2 Own opinions are clearly expressed and those of others are listened to without interruption.

5.3 Meeting inputs are consistent with the meeting 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 Meeting outcomes are interpreted and implemented.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What types of written notices may be relevant when performing workplace tasks?

Instructions, labels, symbols, signs, tables, simple graphs, personnel information, notes, rosters, safety material, dockets with customer / client details, messages, enterprise-specific data, industry network details, standard operating procedures, organisational policies and procedures and OHS information.
What relevant information may be obtained when responding to workplace requirements?
Terms and conditions of employment, material safety data sheets and organisational policies.

What other contact may be included?
Clients, general public, supervisors, work / teammates, suppliers, industry bodies, local government and training personnel.

How should interaction with others be conveyed?
Efficiently, effectively, responsively, courteously and supportively; using correct forms of greeting, identification and address as required; and presenting the organisation in a positive way.

What forms of data storage may be included?
Manual or computer-based filing systems relevant to the organisation.

What workplace forms may be included?
Personnel forms, telephone message forms, safety reports, work rosters and daily work schedules.

What are defined as basic mathematical processes?
Addition, subtraction, multiplication, division, percentages, ratios and decimal points.

What different types of workplace meetings and discussions may apply?
Formal and informal groups or teams; small and large groups or teams; and teams based on work function, level of supervision, work rosters or other criteria.

What meeting protocols may be included?
Observing meeting conventions, complying with meeting decisions and obeying meeting instructions.

What industry standards for workplace interaction may be specified?
Courtesy requirements, discretion, confidentiality and structured follow-up procedures.

What workplace interactions may be relevant?
Verbal discussions including face to face, telephone, electronic and two-way radio; written interactions including electronic, memos, diagrams, instructions and forms; and non-verbal interactions including gestures, signals and signs.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?
The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- follow routine spoken messages
- follow workplace written notices when performing workplace duties, including instructions and organisational policies and procedures
- communicate effectively with supervisor, clients and other staff
- complete forms and record workplace data
- participate in workplace meetings and discussions by asking questions, expressing opinions and interacting with others courteously.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- effective communication, including the role of body language
- different modes of communication (e.g. written and non-verbal)
- 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.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to follow simple spoken messages
- ability to perform routine workplace duties following simple written instructions
- ability to gather and provide information in response to workplace requirements
- ability to complete relevant work-related documents
- ability to estimate, calculate and record routine workplace measures
- ability to use basic mathematical processes of addition, subtraction, division, multiplication, percentages, decimal points and ratios
- ability to participate in workplace meetings and discussions
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

| What are the specific resource implications for this unit of competency? | For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in participating in workplace communications. One must also have access to the resources listed below that include:
|                                                                 | • an appropriate workplace or an environment that reproduces normal work conditions
|                                                                 | • equipment and resources normally used in the workplace
|                                                                 | • written notices including instructions
|                                                                 | • workplace meetings and discussions. |

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

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. For example, this could include different workplaces, types of communication and work teams. |

| What considerations should there be for context of assessment? | Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1  How can communication of ideas and information (1) be applied?  
   By discussion with supervisor and others.

2  How can information be collected, analysed and organised (1)?  
   By obtaining various workplace documents and processing them accordingly.

3  How are activities planned and organised (1)?  
   By consulting with supervisor on daily tasks to be completed.

4  How can teamwork (1) be applied?  
   By participating with others in a team.

5  How can the use of mathematical ideas and techniques (1) be applied?  
   By calculating and recording workplace information.

6  How can problem-solving skills (1) be applied?  
   By applying simple solutions to technical problems that may arise in emergencies or when communication breaks down.

7  How can the use of technology (1) be applied?  
   By using equipment such as calculators, computers, telephones and radios to communicate and calculate.

Are there other units of competency that could be assessed with this one?  

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV2101A Work in the animal care industry
RUV2106A Assist with food preparation

This unit of competency covers the process of assisting with the preparation of food for animals, in particular bulk food items. One would be expected to assist with the preparation of food, check food orders and clean and store relevant equipment and materials.

This unit of competency is aimed at persons with little or no formal work experience with animals.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to perform basic tasks under strict supervision and apply known solutions to a limited range of predictable problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for food preparation</td>
<td></td>
</tr>
<tr>
<td>1.1 Food to be prepared is identified in consultation with supervisor.</td>
<td></td>
</tr>
<tr>
<td>1.2 Appropriate equipment is selected and checked for cleanliness and made ready for use.</td>
<td></td>
</tr>
<tr>
<td>1.3 Personal protective equipment (PPE) is accessed and used correctly.</td>
<td></td>
</tr>
<tr>
<td>1.4 Supervisor’s instructions and occupational health and safety (OHS) policies and procedures are followed.</td>
<td></td>
</tr>
<tr>
<td>2 Prepare food items</td>
<td></td>
</tr>
<tr>
<td>2.1 Food is prepared correctly and presented in accordance with instructions.</td>
<td></td>
</tr>
<tr>
<td>2.2 Food items are assessed for quality during preparation.</td>
<td></td>
</tr>
<tr>
<td>2.3 Food items are mixed and stored in accordance with policies and procedures.</td>
<td></td>
</tr>
<tr>
<td>2.4 Live food is prepared if required, in accordance with organisational policies and procedures and legislative requirements.</td>
<td></td>
</tr>
<tr>
<td>3 Assist with food orders</td>
<td></td>
</tr>
<tr>
<td>3.1 Assistance is provided in handling food orders.</td>
<td></td>
</tr>
<tr>
<td>3.2 Food orders are checked and stored in accordance with organisational policies and procedures.</td>
<td></td>
</tr>
</tbody>
</table>
4 Clean and store food preparation area and equipment

4.1 Food preparation area and equipment are cleaned and sanitised in accordance with organisational policies and procedures.

4.2 Equipment and materials are stored correctly in accordance with organisational policies and procedures.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of equipment?</th>
<th>Equipment may include knives, knife-sharpening equipment, secateurs, scissors, nutcrackers, blenders and mincers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may be included in PPE?</td>
<td>PPE may include gloves, aprons, boots, eye protection, hair elastics and nets.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads (including animals and equipment). Appropriate safe handling techniques are used to reduce muscle load on exertion. Animal facilities expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include, but are not limited to, incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, the use of PPE and seeking advice from supervisors. Food preparation also requires the safe and correct handling of kitchen knives and equipment.</td>
</tr>
<tr>
<td>What may be included in food preparation?</td>
<td>Food preparation may include chopping, dicing, mashing, slicing, weighing, and mixing and preparing bulk food items for various animal groups.</td>
</tr>
<tr>
<td>How might live food be prepared?</td>
<td>Preparation of live food may include growing, harvesting and euthanasing.</td>
</tr>
<tr>
<td>What may be included in food orders?</td>
<td>Food orders may include prepacked items, substitute foods for natural food, additives, vitamins, minerals and other supplements.</td>
</tr>
<tr>
<td>How may food be stored?</td>
<td>Storage may include refrigerators, freezers, haysheds and dry areas such as pantries and airtight containers.</td>
</tr>
</tbody>
</table>
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- wear and use PPE and clothing
- follow instructions while assisting in the preparation and presentation of food
- prepare and mix food and food items as directed
- maintain food quality, presentation and hygiene standards at all times
- clean and maintain food preparation areas and equipment in accordance with organisational policies and procedures.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational feeding program requirements, including OHS and hygiene standards
- relevant legislation
- protocols for hazard identification and risk minimisation
- basic nutrition
- animal groups and their natural diets
- food alternatives and additives for natural diets
- optimal storage conditions for different types of foodstuffs to ensure quality is maintained.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to apply relevant organisational policies and procedures
- ability to follow instructions
- ability to clean and sanitise food preparation utensils
- ability to use food preparation tools and equipment safely and correctly
- ability to apply food preparation techniques
• ability to discern food quality
• ability to prepare individual food items appropriately and efficiently
• ability to check food orders accurately
• ability to dispose of waste in accordance with health and safety standards
• literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification from supervisor and consulting with supervisor
• numeracy skills to complete arithmetic calculations and weigh and measure foodstuffs
• interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in assisting with food preparation. One must also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions
• equipment and resources normally used in the workplace
• a range of different animal foods and food items
• food preparation area
• food preparation equipment
• organisational policies and procedures
• PPE and clothing.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to assist with food preparation must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include working with different food items for a range of animal species.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in the workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   Through discussions with supervisor and team members about daily routines.

2. How can information be collected, analysed and organised (2)?
   By identifying food orders and checking deliveries for accuracy.

3. How are activities planned and organised (2)?
   By assisting with the preparation of food for a range of animals.

4. How can teamwork (1) be applied?
   By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (1) be applied?
   By weighing and mixing food as required.

6. How can problem-solving skills (1) be applied?
   By using time effectively to ensure all preparation requirements are completed accurately.
7 How can the use of technology (1) be applied?  By using powered equipment to assist in preparing food.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
# RUV2107A Provide basic first aid for animals

This unit of competency covers the process of providing essential first aid for animals by recognising and responding to an emergency using basic life support measures. The first aider is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required.

Providing basic first aid for animals requires the ability to respond positively to emergencies in line with practised actions and demonstrate basic first aid casualty management principles. It also requires knowledge of the use of safe work practices, the animal emergency network, and first aid casualty management principles and zoonotic diseases.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems.

## Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess the situation</td>
</tr>
<tr>
<td>1.1</td>
<td>Emergency situation is recognised.</td>
</tr>
<tr>
<td>1.2</td>
<td>Physical hazards to self, bystanders, the public and the animal are identified.</td>
</tr>
<tr>
<td>1.3</td>
<td>Action is taken to minimise the immediate risk to self, bystanders, the public and the animal.</td>
</tr>
<tr>
<td>1.4</td>
<td>Physical condition and vital signs of the animal are assessed.</td>
</tr>
<tr>
<td>2</td>
<td>Apply basic first aid and basic care</td>
</tr>
<tr>
<td>2.1</td>
<td>Animal is reassured in a caring manner and made comfortable using available resources.</td>
</tr>
<tr>
<td>2.2</td>
<td>Animal is handled safely and humanely to minimise pain and further injuries.</td>
</tr>
<tr>
<td>2.3</td>
<td>Basic first aid care is provided in accordance with established animal first aid procedures.</td>
</tr>
<tr>
<td>2.4</td>
<td>First aid assistance is sought from others as appropriate and required.</td>
</tr>
<tr>
<td>2.5</td>
<td>Occupational health and safety (OHS) procedures and personal protective equipment (PPE) are used at all times when handling animals.</td>
</tr>
</tbody>
</table>
**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What emergency situations may be included? | Emergency situations may arise due to natural or human disasters such as fire, fuel and / or chemical spillage, drought or flood. They may also arise due to trauma such as road accidents, poisoning, non-infectious diseases (e.g. diabetes), respiratory or cardiac arrest, electrocution and fight or flight. |
| What hazards may be encountered? | Hazards to self and / or others may include the proximity of other people and / or animals, lack of oxygen, vehicles and machinery, fire, gas, fumes and electrical situations. The injuries, size, number, temperament and behaviour of the animals may also represent threats to the health and safety of self and / or others. |
| What are possible health and safety risks? | Risks to self may include bites, scratches and wounds associated with animal handling; kicks and crushes associated with animal handling; lifting and moving animals; zoonoses; and envenomation. Risks to animals may include an animal being harmed further (going into shock) as a result of human intervention or an animal trying to escape and causing itself further injuries. |
| What is meant by physical condition and vital signs? | Physical condition of animals may include burns, lacerations, scratches and broken bones or limbs. Vital signs may include breathing and pulse rates. An assessment of the physical condition and vital signs of an animal may determine that the animal is dead and first aid is not required. The assessment may also determine whether the animal is seriously injured or not. |
| What could basic first aid involve? | Basic first aid may involve compression for lacerations or scratches, bandaging for broken bones or limbs, suitable containment, provision of warmth, feeding or watering as advised, quiet environment and darkness if appropriate for the animal. It may also involve the administration of emetics or antidotes under instruction if appropriate, and transport to a veterinary clinic. |
| Who may be included in first aid assistance? | First aid assistance may include a veterinarian, wildlife carer, ranger or supervisor. |
What type of **OHS procedures** would be relevant in this context?

Animal care has a range of associated risks from bites, envenomation, kicks or scratches and all duties should reflect an awareness of and a respect for these risks.

Safe work practices are used in handling animals and appropriate safe handling techniques are used to reduce muscle load on exertion.

Emergency procedures would relate to the potential escape of an animal, injury to an animal or other animals, staff and potentially the public.

Procedures to reduce the spread of disease to humans and other animals may include incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, the use of PPE and seeking advice from supervisors.

What are examples of **PPE**?

Personal protective clothing and equipment may include gloves, goggles, long sleeved and long legged clothing, boots and hessian bags to wrap around arm.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- assess an emergency situation
- determine hazards and minimise risk to self, bystanders, the public and the animal
- apply basic first aid and care to a minimum of one species from at least two of the six major animal groups (mammals, fish, birds, amphibians, invertebrates and reptiles)
- know when and from whom to seek assistance during the application of first aid
- communicate effectively with others and follow instructions.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- the use of safe work practices
- relevant OHS and emergency policies and procedures
- animal temperaments and behaviours in order to develop an understanding of the associated hazards and risks
- basic first aid techniques
- first aid sources of assistance
- basic animal care and hygiene principles
- physical conditions and vital signs of animals.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to use safe animal handling techniques
- ability to respond to emergencies in line with practised actions
- ability to apply first aid techniques and provide basic animal care
- ability to check animals’ physical conditions and vital signs
- numeracy skills to complete basic arithmetic calculations
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification from supervisor and consulting with supervisor
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and determining whom to contact for assistance.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **providing basic first aid for animals**. One **must** also have access to the resources listed below that include:

- an emergency situation
• animals requiring first aid assistance and basic care.

What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide basic first aid for animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include different animals and different emergency situations.

What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a real or simulated situation involving an injured animals requiring first aid assistance.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied?
Verbally through communications systems.

2 How can information be collected, analysed and organised (1)?
By observing and reporting to supervisor and / or appropriate authorities.

3 How are activities planned and organised (1)?
According to OHS practices, policies and procedures.

4 How can teamwork (1) be applied?
Through reacting to emergency situations in a coordinated way.
### Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV2108A Rescue animals and apply basic animal care

This unit of competency covers the process of rescuing and restraining animals and providing basic animal care. It requires the demonstration of knowledge and skills to identify situations where assistance is required in the rescue of animals and the management of animal stress and injuries.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rescue animals</td>
<td>1.1 Risk posed to oneself and others is assessed and appropriate assistance is sought if required.</td>
</tr>
<tr>
<td></td>
<td>1.2 Animals are identified and appropriate equipment is selected for the rescue.</td>
</tr>
<tr>
<td></td>
<td>1.3 Equipment is used in a safe and humane manner.</td>
</tr>
<tr>
<td></td>
<td>1.4 Occupational health and safety (OHS) and emergency procedures relating to the rescue are followed correctly.</td>
</tr>
<tr>
<td>2 Apply basic animal care</td>
<td>2.1 Basic animal care is provided to minimise stress to non-injured animals.</td>
</tr>
<tr>
<td></td>
<td>2.2 OHS procedures and personal protective equipment (PPE) is used at all times when handling animals.</td>
</tr>
<tr>
<td></td>
<td>2.3 Injured animals are taken to appropriate facility and / or personnel for treatment.</td>
</tr>
<tr>
<td></td>
<td>2.4 Advice and assistance are sought from supervisor or appropriate personnel in respect to future options for animals.</td>
</tr>
<tr>
<td></td>
<td>2.5 Information on animals is collected and recorded in accordance with legislative and organisational requirements.</td>
</tr>
</tbody>
</table>
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What might the term rescue include?</th>
<th>Rescue might include rescuing companion animals that have escaped from owners’ residence, the simple rescue of small animals or rescuing and capturing small native fauna.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of risk may require assessment?</td>
<td>Risk assessment may include the likely behaviour and actions of aggressive or badly injured animals or trapped animals requiring specialist personnel and / or equipment; escape routes for animals; potential injury to oneself and other people or animals; and the potential for further injury to animals.</td>
</tr>
<tr>
<td>Who might provide assistance?</td>
<td>Wildlife officers and carers, veterinarians, animal control officers, other government department or agency personnel, police and other emergency services (fire and ambulance).</td>
</tr>
<tr>
<td>Which materials and equipment may be used in rescuing animals?</td>
<td>Materials and equipment may include catch poles, nets, ropes, bags, hoods, enticement toys and / or food and simple barriers.</td>
</tr>
<tr>
<td>What is meant by a safe and humane manner?</td>
<td>This may include appropriate use of restraints for animals, correct use of PPE, observing stress to the animal, allocating sufficient time to the process and considering animals’ welfare at all times.</td>
</tr>
<tr>
<td>What type of OHS procedures would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. Safe work practices are used in handling animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Captive animal facilities expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, the use of PPE and seeking advice from supervisors. Emergency procedures could relate to the potential escape of animals; and injury to animal, other animals, staff and potentially the public.</td>
</tr>
</tbody>
</table>
What is meant by **basic animal care**?

Basic animal care may include suitable containment, provision of warmth, not feeding if advised and quiet environment or darkness when appropriate.

What are examples of **PPE**?

Personal protective clothing and equipment may include gloves, goggles, long sleeved and long legged clothing, boots and hessian bags to wrap around arm.

What are examples of **appropriate facilities**?

Facilities may include veterinary surgery or hospital, animal refuge centre, wildlife park, captive animal zoo or park.

What **future options** may there be for rescued animals?

Options may include carers or volunteers looking after animals, devising structured rehabilitation and release programs for wildlife, returning domestic pets to owners or giving animals to a captive animal facility.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- rescue a minimum of one species from at least two of the six major animal groups (mammals, fish, birds, amphibians, invertebrates and reptiles)
- apply basic animal care
- know from whom and when to seek assistance during the rescue and / or the application of basic animal care
- communicate effectively with others and follow instructions.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- relevant OHS policies and procedures
- relevant legislation
- relevant animal welfare bodies and support facilities
- basic animal care and hygiene principles
- basic behavioural and physiological aspects of the restraint and capture of animals
- appropriate capture and restraint methods for animals
- emergency procedures.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement organisational policies and procedures
- ability to capture and restrain animals
- ability to use safe handling techniques
- ability to provide basic animal care
- numeracy skills to complete basic arithmetic calculations
- literacy skills to read, select and follow organisational policies and procedures including OHS and waste management; follow sequenced written instructions; and record the information accurately and legibly
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification from supervisor and consulting with supervisor
- interpersonal skills to work with others and relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and determine whom to contact for assistance.

### What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in rescuing animals and applying basic animal care. One must also have access to the resources listed below that include:

- an appropriate animal care workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- equipment used to rescue animals
• a range of animals for rescue
• PPE
• environment to provide basic animal care
• OHS and emergency policies and procedures.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to capture animals and apply basic animal care must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include different animals.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal working conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   By discussing rescue processes with the supervisor and / or support people.

2. How can information be collected, analysed and organised (1)?
   By determining appropriate rescue and restraint techniques.

3. How are activities planned and organised (2)?
   By working with others in planning simple rescue and restraint procedures.

4. How can teamwork (1) be applied?
   By working with others on agreed tasks.
<table>
<thead>
<tr>
<th></th>
<th>How can the <strong>use of mathematical ideas and techniques (1)</strong> be applied?</th>
<th>By using arithmetic calculations such as weighing and measuring animals when caring for animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How can <strong>problem-solving skills (1)</strong> be applied?</td>
<td>By determining the best approach to rescue animals.</td>
</tr>
<tr>
<td>6</td>
<td>How can the <strong>use of technology (1)</strong> be applied?</td>
<td>By using the Internet to access information.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV2401A Prepare for and conduct a tour or presentation

This unit of competency covers the process of preparing for a tour or presentation within a captive animal facility and conducting it to meet the needs of a wide range of audiences.

This unit of competency is aimed at volunteers, pre-vocational keepers and full-time guides who work within a facility that holds captive animals.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills under strict supervision. One would be expected to apply known solutions to a limited range of predictable problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for tour or presentation</td>
<td>1.1 Appropriate identification and / or uniform are worn whilst on duty in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Daily information sheets, if provided, are read and queries are clarified with the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.3 Materials and equipment are collected ready for presentation.</td>
</tr>
<tr>
<td></td>
<td>1.4 Standard tour or presentation is adjusted to meet specific group needs.</td>
</tr>
<tr>
<td>2 Conduct tour or presentation</td>
<td>2.1 Public speaking and presentation skills are used effectively to engage the audience.</td>
</tr>
<tr>
<td></td>
<td>2.2 Current and accurate information is provided in a format suitable for the group.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animals, if used, are treated humanely and handled in accordance with institutional and occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Audience members are encouraged to ask questions and participate where appropriate.</td>
</tr>
<tr>
<td></td>
<td>2.5 The tour or presentation is completed within the required timeframe and in accordance with the group’s needs.</td>
</tr>
</tbody>
</table>
### 3.1 Animals, if used, are returned safely to their section.

### 3.2 Animals’ behaviour and food intake are recorded and reported to the supervisor.

### 3.3 Materials and equipment are checked and returned to the appropriate area.

### 3.4 Feedback on tour or presentation is provided to the supervisor in accordance with institutional policies and procedures.

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## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be regarded as a <strong>tour or presentation</strong>?</th>
<th>Tours and presentations may include guided tours and presentations for individuals or small and large groups including members of the public, school groups and specific tourist groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>materials and equipment</strong> may be included?</td>
<td>Materials and equipment may include display items on touch tables, marketing materials, electronic audiovisual equipment, maps of the facility, two-way radios, torches, toys and enticement food.</td>
</tr>
<tr>
<td>What <strong>specific group needs</strong> may be relevant?</td>
<td>Group needs may depend on audience characteristics (e.g. age, gender, overseas visitors, disabilities or familiarity with the topic), nature of the occasion, style of the venue and whether the session involves interaction with animals.</td>
</tr>
<tr>
<td>What <strong>public speaking and presentation skills</strong> may be relevant?</td>
<td>Public speaking and presentation skills may include voice control, listening techniques, eye contact, body language, dress, humour and ability to relate to the particular audience.</td>
</tr>
<tr>
<td>How are animals treated <strong>humanely</strong>?</td>
<td>Humane treatment of animals may include using correct handling procedures, minimising stress, dispensing treats and limiting time involvement in presentations.</td>
</tr>
<tr>
<td>What <strong>OHS requirements</strong> may have to be considered?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and respect for these risks. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.</td>
</tr>
</tbody>
</table>
Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage.

Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- present guided tours or presentations within a captive animal facility for a range of audiences with different information needs
- communicate effectively with a wide range of people
- listen and respond to enquiries from members of the public
- follow OHS and emergency procedures as required.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- captive animal facility’s institutional structure and function
- relevant policies and procedures, including OHS
- working knowledge of species’ natural history
- basic ecology
- basic animal adaptation and behaviour
- broad basic knowledge of animals at the captive animal facility and their habitats
- public speaking techniques
- two-way radio procedures
- subject matter for the tour.
What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include:

- effective presentation and public speaking skills
- ability to use presentation equipment effectively
- ability to use a two-way radio
- ability to treat animals humanely and safely
- literacy skills to read and follow institutional policies and procedures, including OHS; follow sequenced written instructions; and select and follow procedures for a range of tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening and consulting with supervisors
- numeracy skills to complete basic arithmetic calculations
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to engage an audience in a limited period of time.

What are the specific resource implications for this unit of competency? For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in preparing for and conducting a tour or presentation. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- materials and equipment necessary to conduct a tour or make a presentation
- if used in demonstrations, animals for members of the public to handle.

What considerations should there be for consistency in performance? To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.
The skills and knowledge required to *prepare for and conduct a tour or presentation* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   
   By conducting tours or making presentations.

2. **How can information be collected, analysed and organised (2)?**
   
   By researching information and organising it into coherent tours or presentations.

3. **How are activities planned and organised (2)?**
   
   By organising tours or presentations around the needs of specific groups.

4. **How can teamwork (1) be applied?**
   
   By working with other guides or staff on agreed tasks.

5. **How can the use of mathematical ideas and techniques (1) be applied?**
   
   By timing the tour or presentation accurately and counting the number of people in a group.

6. **How can problem-solving skills (2) be applied?**
   
   By presenting information creatively to ensure a successful tour or presentation.

7. **How can the use of technology (1) be applied?**
   
   By using a two-way radio to communicate with other staff.
Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUUV2101A Work in the animal care industry
**RUVE2510A Provide information on companion animals, products and services**

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.

It requires the application of knowledge and skills to interact with customers, understand customer requirements and represent the organisation in a professional and courteous manner. It also requires an awareness of products and services within the organisation, how to handle basic customer enquiries, and when to seek assistance from or refer enquiries to supervisors or more experienced personnel. The work in this unit will be carried out under supervision and within organisational guidelines.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems. All tasks would be conducted under strict supervision.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Identify information requirements | 1.1 Appropriate **interpersonal skills** are used to accurately identify **customer information needs**.  
1.2 Customer enquiries are handled courteously, promptly and in accordance with organisational and industry requirements.  
1.3 **Personal and professional limitations** in addressing customer information needs are identified and assistance is sought from appropriate personnel when required. |
| 2 Provide information | 2.1 **Information** that addresses customer requirements is provided to customers in a timely and **professional manner**.  
2.2 Animals, products and services that may meet customer requirements are appropriately **presented** to customer as required.  
2.3 Enquiries that fall outside own area of responsibility or knowledge are appropriately referred to another staff member for follow up and completion. |
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What interpersonal skills might be considered appropriate when identifying customer needs?

Interpersonal skills may include using appropriate body language, summarising and paraphrasing to check understanding of customers’ messages, providing an opportunity for customers to confirm their requests, and seeking feedback from customers to confirm understanding of needs. They may also include questioning to clarify and confirm customer needs, listening and responding appropriately to what customers are communicating, using an appropriate tone and having regard for personal space considerations.

What customer information needs might be identified?

These may relate to a range of products and services available, the customers’ specific job requirements and specifications and the need for specialised or technical assistance.

What personal and professional limitations might arise?

These might include lack of knowledge in regard to specific products and product applications, organisational policies and procedures, occupational health and safety and other legal considerations. These might also include lack of skills in handling difficult customers and in accessing and providing information.

What information might customers require?

Information might relate to a specific companion animal; companion animal housing; nutrition requirements; products or services offered; service and maintenance requirements of equipment (e.g. replacement of parts); warranties; customer and organisational responsibilities; correct usage, installation or limitations of equipment; and personal protective equipment requirements.

How might information be provided in a professional manner?

Information might be provided using appropriate interpersonal skills and in a manner that is readily understood by customers and addresses their information needs.

How might animals, products and services be presented?

Animals, products and services need to be presented using safe handling and usage techniques. Animal housing should be clean and hygienic, operational displays should function correctly and an adequate supply of brochures, price lists and products should be available.
### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- represent the organisation in a professional manner
- understand and respond to customers’ requests for information
- communicate effectively with customers and staff members
- seek assistance from other staff members when an enquiry falls outside one’s scope of knowledge or responsibility.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- customer service techniques
- common customer requirements in a companion animal setting
- business values, structure, products and services of the workplace
- basic working knowledge of the companion animals, products and services in the workplace.

#### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to engage customers, especially when giving and receiving information
- ability to relate to and communicate with people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to determine initial customer needs
- ability to access product information
- ability to seek assistance as required
• literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow treatment instructions; and record accurately and legibly the information collected

• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisors

• numeracy skills to complete arithmetic calculations

• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds

• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing information on companion animals, products and services. One must also have access to the resources listed below that include:

• an appropriate companion animal workplace or an environment that reproduces normal work conditions

• equipment and / or resources normally used in the workplace

• companion animals, products and services normally found in the workplace

• brochures, price lists and other relevant information

• customers

• other staff members.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.
The skills and knowledge required to provide information on companion animals, products and services must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include providing information on different animals, products and services within the workplace.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied?
   By discussing information about customer requirements and products with customers, suppliers and other appropriate personnel.
   By conveying technical information about product needs to customers in a manner that ensures understanding of product applications and related information.

2 How can information be collected, analysed and organised (1)?
   By processing customer requirements and recording information regarding products.

3 How are activities planned and organised (1)?
   By following organisational procedures in providing information to clients.

4 How can teamwork (1) be applied?
   By consulting with other members of the work team to ensure customer satisfaction.

5 How can the use of mathematical ideas and techniques (1) be applied?
   By measuring quantities to meet purchase or job requirements and by calculating volumes.

6 How can problem-solving skills (1) be applied?
   By matching customer requirements to correct products and helping customers understand technical information.
7  How can the use of technology (1) be applied?  By using a computer to access information about an animal or product.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
**RUVC001A**  
**Carry out veterinary reception duties**

This unit of competency covers the process of compiling patient (animal) and client (animal owner) histories, maintaining records and consulting the veterinarian as required. Completion of this unit will provide an individual with the background and ability to carry out basic veterinary reception duties in a clinic.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Compile **patient and client histories** | 1.1 Patients are identified according to **species**, breed and fixed identification.  
1.2 Existing client and patient histories are identified and retrieved from clinic records.  
1.3 New client and patient records are established if required.  
1.4 Patient admission and discharge documentation is promptly and efficiently completed. |
| 2 Consult the duty veterinarian | 2.1 **Emergency situations** are recognised and reported to the duty veterinarian in accordance with **clinic policies** and procedures.  
2.2 Patient details are provided to the duty veterinarian.  
2.3 Patient is presented to the duty veterinarian.  
2.4 **Restraint** is provided as instructed by the veterinarian and in consideration of advice from the owner.  
2.5 Treatment details are obtained from the veterinarian and recorded.  
2.6 Strict compliance with clinic policy provisions, **occupational health and safety** (OHS) and relevant legislative requirements is practised in the sale or dispensing of veterinary prescribed products to clients. |
### Identify information requirements

<p>| | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Identify information requirements</td>
<td>3.1 Appropriate interpersonal skills are used to accurately identify customer information needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Initial customer enquiries are handled courteously and promptly in accordance with clinic policies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 <strong>Personal and professional limitations</strong> in dealing with customer enquiries and veterinary product needs are identified and assistance is sought from the veterinarian or qualified veterinary nurse when required.</td>
</tr>
</tbody>
</table>

### Maintain clinic records

<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Maintain clinic records</td>
<td>4.1 Visit details are recorded and stored in accordance with clinic policies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Veterinary chemicals and medicines dispensed by the veterinarian are recorded in accordance with clinic policies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 <strong>Office routines</strong> are completed in accordance with clinic policies.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What details may be included in patient and client histories?</th>
<th>Patient details may include species, colour, breed, sex, markings, brands, tattoos, microchip, age, weight, past or current treatment (including vaccination status) and animals’ belongings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Client details may include owner’s name, address, contact details, preferred payment method and details and payment history.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What range of species may be identified?</th>
<th>A wide range of companion animals typically seen in a veterinary clinic includes dogs and cats, horses, food-producing animals and wildlife or exotic animals (including reptiles and fish).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will be contained in the clinic policies?</th>
<th>Guidelines for the sale of medicines and animal treatments prescribed by the veterinarian surgeon, differentiating between over-the-counter sales permitted or prohibited; responsible use of prescribed medications; and compliance with relevant legislative requirements.</th>
</tr>
</thead>
</table>

<p>| What are examples of emergency situations? | Haemorrhage, collapse, car accident, poisoning and respiratory distress. |</p>
<table>
<thead>
<tr>
<th><strong>Which animal restraints may be used?</strong></th>
<th>Animal restraints that may be used exclude chemical restraints and include muzzles, collars, rearing bits, twitch or hobbles (used on horses), holding leads and holding cages.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What type of OHS issues would be relevant in this context?</strong></td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices are used in packaging and handling loads (including animals). Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td><strong>What interpersonal skills might be considered appropriate when identifying customer needs?</strong></td>
<td>Skills may include using appropriate body language, summarising and paraphrasing to check understanding of customers’ message, providing an opportunity for customers to confirm their request, seeking feedback from customers to confirm understanding of needs, questioning to clarify and confirm customers’ needs, listening and responding appropriately to what clients are communicating, using an appropriate tone and considering manner and personal space issues.</td>
</tr>
<tr>
<td><strong>What customer information needs might be identified?</strong></td>
<td>These may relate to a range of products and services available, the specific needs of customers or the need for specialised or technical assistance.</td>
</tr>
<tr>
<td><strong>What personal and professional limitations might arise?</strong></td>
<td>These might include lack of knowledge in regard to specific products and product applications, clinic policies and procedures, OHS and other legal considerations; and lack of skills in handling difficult customers and in accessing and providing information.</td>
</tr>
<tr>
<td><strong>What may be included in clinic records?</strong></td>
<td>Patient histories, anaesthetic consent forms and treatment records that may be kept in either electronic or manual systems.</td>
</tr>
<tr>
<td><strong>What range of office routines may be included?</strong></td>
<td>Making appointments, photocopying, sending and receiving faxes, word processing, dispatching prepacked specimens, unpacking orders, communicating by telephone and email, processing credit cards and conducting electronic banking.</td>
</tr>
</tbody>
</table>
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:
- identify patients and compile accurate patient and client histories
- recognise emergency situations and report these immediately to the veterinarian
- communicate effectively with the veterinarian and clinic clientele and follow instructions
- comply strictly with clinic policies, and OHS and other relevant legislative requirements
- handle and restrain animals in a safe and humane manner
- maintain clinic records and perform basic office routines.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
- knowledge of recognisable signs and abnormal vital signs
- background knowledge of the range of species handled by the clinic to enable completion of patient admission and discharge documentation
- basic working knowledge and understanding of clinic policies and procedures
- basic working knowledge of core clinic regimes such as vaccinations, flea control, worming, heartworm and animals’ basic nutritional requirements.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:
- ability to use, and record the use of, chemicals and medicines in accordance with relevant state or territory legislation
- ability to identify vital signs and seek suitable assistance where necessary
• ability to follow the clinic policy manual and relevant OHS requirements
• ability to handle and restrain animals safely and ensure their health and welfare are maintained in accordance with organisational and legislative requirements
• ability to recognise, respond to and assist with emergencies
• ability to perform office routines
• keen observation skills
• literacy skills to read, select and apply policies and procedures including OHS and other clinic policies and procedures; follow sequenced written instructions; and record accurately and legibly patient details
• interpersonal skills to work with and relate to people from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence required to fulfil the job role as specified by the clinic including questioning techniques, active listening, asking for clarification from the owner, consulting with the duty veterinarian and communicating core clinic regimes
• numeracy skills required to complete basic arithmetic calculations and measure volumes
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carrying out veterinary reception duties. One must also have access to the resources listed below that include:

• an appropriate veterinary clinic or an environment that reproduces normal work conditions
• equipment and / or resources normally used in a veterinary clinic, especially in the veterinary reception area
• veterinarian, patients and clients
• relevant clinic policies and procedures, including OHS
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to carry out veterinary reception duties must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional or rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?

   Through consultation with the duty veterinarian.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How can <strong>information be collected, analysed and organised (2)</strong>?</td>
<td>By recording client and patient details in accordance with clinic policies.</td>
</tr>
<tr>
<td>3</td>
<td>How are <strong>activities planned and organised (1)</strong>?</td>
<td>By completing patient admission and discharge in an orderly and efficient manner.</td>
</tr>
<tr>
<td>4</td>
<td>How can <strong>teamwork (1)</strong> be applied?</td>
<td>By liaising with other clinic staff on patient details and requirements.</td>
</tr>
<tr>
<td>5</td>
<td>How can the <strong>use of mathematical ideas and techniques (1)</strong> be applied?</td>
<td>By measuring, dispensing and recording veterinary chemicals and medicines in line with clinic policies.</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills (1)</strong> be applied?</td>
<td>By utilising clinic resources efficiently and cost-effectively.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology (1)</strong> be applied?</td>
<td>By maintaining clinic records and conducting office routines electronically.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency **could** be assessed on its own or in combination with other competencies relevant to the job function.
RUV2602A Carry out daily clinic routines

This unit of competency covers the process of treating patients (animals) on a daily basis, maintaining clinic hygiene and assisting with inventory and clinic security.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintain clinic hygiene</td>
</tr>
<tr>
<td>1.1</td>
<td>All animals retained at the clinic are regularly checked for condition and vital signs with all details recorded in clinic records.</td>
</tr>
<tr>
<td>1.2</td>
<td>Animals are temporarily removed from appropriate housing whilst it is thoroughly cleaned and disinfected according to clinic, occupational health and safety (OHS) and industry standards.</td>
</tr>
<tr>
<td>1.3</td>
<td>Animals are cleaned and returned to housing and food, water or treatment regimes are reinstated in accordance with the supervising veterinarian’s instructions.</td>
</tr>
<tr>
<td>1.4</td>
<td>All walkways, floors and fixtures are cleaned and disinfected to maintain clinic hygiene in line with industry standards.</td>
</tr>
<tr>
<td>1.5</td>
<td>Isolation procedures are carried out according to clinic policies.</td>
</tr>
<tr>
<td>1.6</td>
<td>Animal waste is disposed of in line with local government regulations.</td>
</tr>
<tr>
<td>2</td>
<td>Carry out daily treatment of patients</td>
</tr>
<tr>
<td>2.1</td>
<td>Treatment area is cleaned and prepared in line with clinic policies.</td>
</tr>
<tr>
<td>2.2</td>
<td>Specified treatments or daily routine procedures are carried out under instruction.</td>
</tr>
<tr>
<td>2.3</td>
<td>Administration of medication is carried out in accordance with legislative requirements and under veterinary supervision.</td>
</tr>
<tr>
<td>2.4</td>
<td>Veterinarian support routines are carried out as instructed.</td>
</tr>
</tbody>
</table>
2.5 **Appropriate restraints** are used to hold patients for examination in line with clinic procedures.

### 3 Assist in stock control and clinic security

<table>
<thead>
<tr>
<th></th>
<th>3.1 Regular inventory of veterinary supplies and medicines is taken according to clinic policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Medicines and supplies are ordered under direction of the duty veterinarian and qualified veterinary nurse.</td>
</tr>
<tr>
<td></td>
<td>3.3 Clinic stocks are checked as they are received against quantities ordered and priced.</td>
</tr>
<tr>
<td></td>
<td>3.4 Drugs are handled and stored securely in accordance with clinic and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>3.5 Clinic <strong>security measures</strong> are used in accordance with clinic procedures.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What type of clinic facilities may there be? | Accommodation for dogs and cats, horses, food-producing animals and wildlife or exotic animals. |
| What range of animal housing may be cleaned and disinfected? | Kennels, catteries, cages, pens, stables, yards and other large animal accommodation. |
| What type of OHS issues would be relevant in this context? | Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads (including animals). Appropriate safe handling techniques are used to reduce muscle load on exertion. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation. Veterinary clinics and surgeries expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages. |
### What are examples of **daily routine procedures**?

Assistance with wound dressing, administering veterinary medicines under veterinary supervision and clipping nails, beaks and feathers. Assistance in the provision of adequate nutritional support. Assistance in the application of animal psychological procedures such as the provision of comfort (e.g. touching, stroking, speaking, soothing and reassuring) and privacy (e.g. hiding places for wildlife and shy species) according to individual animal requirements.

### What forms of **medication** may be included?

Antibiotics, anthelmintics, anti-inflammatory drugs and anaesthetics some of which may be administered only by the veterinarian.

### What **legislative requirements** are relevant in this context?

Animal codes of welfare and federal, state or territory veterinary drug requirements.

### What are examples of **veterinary support routines**?

Assistance with wound dressings, applying casts, renewing fluid therapy bags or bottles, assisting the veterinarian with euthanasia and applying Elizabethan collars.

### Which **animal restraints** may be used?

Animal restraints may include Elizabethan collars, leads, muzzles, rearing bits, head collars, halters, hobbles and catching nooses.

### Which **security measures** may be in place?

Locked cabinets for drugs, fireproof safe, locked petty cash tin, security system, deadlocks, outside security firm, lighting and computer passwords.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- clean and disinfect animal housing, treatment area and general clinic areas to maintain clinic hygiene
- follow clinic policies
- carry out daily patient treatments and observations
- communicate effectively with the veterinarian and follow instructions for food, water and treatment regimes
- handle and restrain animals for examination as required
- assist in stock control including taking inventory, ordering stock as directed and checking stock when delivered.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- clinic policies including OHS requirements
- relevant regulations with regard to veterinary medicines and their usage
- basic working knowledge of the hazards associated with the use, misuse and spillage of veterinary medicines and chemicals
- basic working knowledge of veterinary terminology pertaining to veterinarian observations of patients
- consequences of administering prescribed medication to animals
- animal first aid procedures and the limits (when professional help is not available) to which they should be applied
- sound knowledge of animal vital signs
- patient histories of all patients housed at the clinic
- legislative requirements relating to the handling, storage and security of drugs, including dangerous drugs
- disinfectants, cleaning agents and techniques
- clinic security procedures
- daily clinic routine procedures including clipping nails, beaks and feathers.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to understand and use positive animal behaviour responses
- ability to maintain the highest standards of hygiene and disinfection at all times to reduce the risks of infection and cross-infection
- ability to recognise early signs of clinical cases such as diarrhoea, pain or unexpected bleeding, and implement appropriate responses
- ability to use, and record the use of, chemicals and medicines in accordance with relevant state or territory legislation
- ability to use, store and control veterinary medicines in a careful manner
- ability to quickly and accurately measure and monitor the vital signs of animals in care
- ability to recognise abnormality in any given patient through regular observation
- interpersonal skills to work with and relate to people from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and mental abilities
- literacy skills to read, select and apply policies and procedures including OHS and other clinic policies and procedures; follow sequenced written instructions; and record accurately and legibly patient details
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including questioning techniques, active listening, asking for clarification from the owner and consulting with the duty veterinarian
- numeracy skills required to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
<th>For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carrying out daily clinic routines. One must also have access to the resources listed below that include:</th>
</tr>
</thead>
</table>
| | • an appropriate veterinary clinic or an environment that reproduces normal work conditions
| | • equipment and resources normally used in a veterinary clinic
| | • veterinarian, qualified veterinary nurse, patients and animal treatments
| | • relevant clinic policies and procedures, including OHS
| | • cleaning and disinfectant agents, materials and equipment
| | • veterinary medicines and supplies for stock control. |
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to carry out daily clinic routines must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.

For example, this could include work within city, regional or rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   By discussing issues with the veterinarian and other clinic personnel.

2. How can information be collected, analysed and organised (1)?
   By matching packing slips for goods received against orders, and recording any omissions or errors.

3. How are activities planned and organised (1)?
   By scheduling clinic activities appropriately.

4. How can teamwork (1) be applied?
   By carrying out clinic routines in consultation with other clinic personnel and the duty veterinarian.

5. How can the use of mathematical ideas and techniques (1) be applied?
   By accurately measuring medicines and recording data according to clinic policy requirements.
6 How can **problem-solving skills** (1) be applied?
   Through observing patients and communicating with the duty veterinarian about concerns.

7 How can the **use of technology** (1) be applied?
   By storing clinic records and appointments electronically.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV2603A Assist with surgery preparations

This unit of competency covers the process of assisting with the preparation of patients (animals) and the theatre for surgery, providing pre- and postoperative patient care and cleaning surgical and theatre equipment in a veterinary clinic.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of basic operational knowledge in a moderate range of areas and the application of a defined range of skills. One would be expected to apply known solutions to a limited range of predictable problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare animal for surgery under direction | 1.1 Animal intakes and preoperative procedures are organised for specified periods as instructed.  
1.2 Clinic procedures and occupational health and safety (OHS) requirements are followed while providing assistance with preoperative animal preparation.  
1.3 Patient is safely and humanely transferred to theatre for treatment.  
1.4 Relevant patient records are provided to the veterinarian as requested. |
| 2 Prepare theatre or surgical operating area for use | 2.1 Operating table and environs are cleaned and disinfected in line with clinic policies.  
2.2 Surgical packs and equipment selected by the qualified veterinary nurse are transferred to theatre or the surgical operating area.  
2.3 Staff preparation support is provided in line with clinic policies. |
| 3 Provide pre- and postoperative patient care | 3.1 Patient is cleaned in line with clinic policies.  
3.2 Patient is safely transferred to recovery area.  
3.3 Vital signs’ observations are recorded as instructed by the veterinarian.  
3.4 Signs of pain are recognised and reported. |
| 4 Clean theatre equipment | 4.1 Theatre equipment and surrounds are cleaned and disinfected in line with clinic policies. |
4.2 Surgical equipment is cleaned, maintained and prepared for sterilisation in line with clinic policies.

4.3 Theatre linen is washed and prepared for sterilisation.

4.4 Equipment and gowns are stored safely after use.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which activities may be included in <strong>preparing animals</strong> for surgery?</th>
<th>Animal restraint, clipping, cleaning and preparation of surgical site and positioning of the patient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads (including animals) and in preparing and transporting animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Surgery activities have inherent additional risks including gas leakages, zoonoses, relevant infective agents (animal and human), chemical or drug spillage, allergies, needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When may the <strong>theatre</strong> be prepared for surgery?</th>
<th>Before patients, between patients and after operating sessions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of <strong>surgical packs and equipment</strong>?</td>
<td>Disposables, drapes, surgical instruments, sutures, bandaging and anaesthetic equipment.</td>
</tr>
<tr>
<td>How may staff be <strong>supported</strong> in their preparation for surgery?</td>
<td>Support may include the preparation of surgical gowns, gloves and masks.</td>
</tr>
<tr>
<td>What is meant by <strong>vital signs</strong>?</td>
<td>Pulse, respiration, temperature, capillary refill time, mucous membrane colour, heart rate, demeanour, respiratory rate, pulse rate and strength.</td>
</tr>
</tbody>
</table>
What are **signs of pain**?

Audible, visual or measured signs that indicate pain may include behavioural changes, biting, kicking, increased vocalisation, increased respiration, elevated temperature, withdrawal of affected limbs, displacement of bones, straining, arching of the back, trembling and changes in normal physiology.

What are examples of **theatre equipment**?

Anaesthetic trolley, operating table, lights, kick buckets, instrument trolley and surgical furniture.

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- prepare animals for scheduled operations in line with clinic policies and procedures
- transfer animals safely to and from surgery
- prepare theatre or surgical operating area for use
- provide surgery support as required throughout procedure
- care for animal pre- and postoperatively
- clean and sterilise theatre and equipment after surgery
- communicate effectively with the veterinarian and veterinary nurse and follow instructions.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events.

The knowledge requirements for this unit of competency are listed below and include:

- a knowledge of the legislative requirements and health regulations for the storage, use and disposal of chemicals and biological debris from veterinary procedures
- acquired knowledge of the possible requirements of the veterinarian during operations is invaluable
- basic working knowledge of aseptic techniques
- basic working knowledge of veterinarian terminology pertaining to patient observation
- clinic policies and procedures, including OHS requirements
- basic working knowledge of general theatre etiquette, dress rules and ‘no-go’ areas
basic working knowledge of the range of equipment required in both the preparation and theatre areas that may also include the ability to identify and use clippers, vacuum cleaner, microchip implants, scanners and ear tattoo instruments.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
</tr>
<tr>
<td>• ability to restrain animals</td>
</tr>
<tr>
<td>• ability to maintain and use clippers and vacuum cleaners</td>
</tr>
<tr>
<td>• ability to use disinfectants and cleaning agents correctly and apply appropriate cleaning and sterilising techniques</td>
</tr>
<tr>
<td>• ability to use, and record the use of, chemicals and medicines in accordance with relevant state or territory legislation</td>
</tr>
<tr>
<td>• ability to dispose of biological hazardous waste and sharps safely</td>
</tr>
<tr>
<td>• ability to record observations from veterinarian using correct veterinary terminology</td>
</tr>
<tr>
<td>• literacy skills to read, select and apply policies and procedures including OHS and other clinic policies and procedures; follow sequenced written instructions; and record accurately and legibly patient details</td>
</tr>
<tr>
<td>• interpersonal skills to work with and relate to people from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and mental abilities</td>
</tr>
<tr>
<td>• oral communication skills / language competence required to fulfil the job role as specified by the clinic including questioning techniques, active listening, asking for clarification from the owner and consulting with the duty veterinarian</td>
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<tr>
<td>• numeracy skills required to complete basic arithmetic calculations and measure volumes</td>
</tr>
<tr>
<td>• problem-solving skills to use available resources and prioritise daily tasks.</td>
</tr>
</tbody>
</table>
### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *assisting with surgery preparations*. One **must** also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a theatre within a veterinary clinic
- a veterinary theatre or surgical operating area including operating table and environs, surgical and theatre equipment
- veterinarian, qualified veterinary nurse and surgical patients
- cleaning and sterilisation agents, equipment and materials.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *assist with surgery preparations* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

### What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied? Through discussion with the duty veterinarian about surgery preparations and procedures.

2 How can information be collected, analysed and organised (1)? By observing the patient and recording data.

3 How are activities planned and organised (1)? Through the planning of processes that meet clinic resources.

4 How can teamwork (1) be applied? By carrying out surgery preparations in consultation with others.

5 How can the use of mathematical ideas and techniques (1) be applied? By the accurate recording of pre- and postoperative procedures and specific patient requirements.

6 How can problem-solving skills (1) be applied? By allocating resources efficiently and ensuring a clean and aseptic environment.

7 How can the use of technology (1) be applied? By using electronic equipment to record clinic information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
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RUUV3101A Carry out workplace OHS procedures

This unit of competency covers the process of carrying out organisational occupational health and safety (OHS) policies and procedures. The unit is also concerned with the OHS responsibilities of employees with supervisory responsibilities. It requires the ability to work in accordance with workplace procedures in hazard identification and risk control, carry out safe practices during work operations and participate in arrangements for maintaining the health and safety of all people in the workplace. Carrying out OHS policies and procedures requires knowledge of responsibilities under the OHS Act, OHS signs and symbols relevant to the area of work and organisational procedures relating to hazards, fires, emergencies, accidents and risk control.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and limited responsibility for the output of others.


It is based on and equivalent to RTE3713A Carry out workplace OHS procedures endorsed with the Rural Production Training Package (RTE03).

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Adapt OHS policies and procedures</td>
<td>1.1 Information regarding the organisation’s OHS policies and procedures is made readily accessible to all employees.</td>
</tr>
<tr>
<td></td>
<td>1.2 Employee responsibilities prescribed in OHS legislation are identified and carried out.</td>
</tr>
<tr>
<td></td>
<td>1.3 Employee responsibilities prescribed in organisational OHS and emergency policies and procedures are identified and carried out.</td>
</tr>
<tr>
<td>2 Assist in workplace hazard identification and risk control</td>
<td>2.1 Information regarding hazard identification and risk control is provided and explained regularly.</td>
</tr>
<tr>
<td></td>
<td>2.2 Hazards in the workplace are recognised and reported to designated personnel.</td>
</tr>
<tr>
<td></td>
<td>2.3 Assessment of risk associated with identified hazards is made in accordance with organisational procedures.</td>
</tr>
</tbody>
</table>
2.4 Workplace procedures and work instructions for controlling risks are followed accurately.

2.5 Risks to self, bystanders, the public and animals are recognised and action is taken to eliminate or reduce them.

2.6 Safety training is undertaken or provided as necessary.

<table>
<thead>
<tr>
<th>3</th>
<th>Observe safe practices during work operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td><strong>Personal protective equipment</strong> (PPE) is identified, used, maintained and stored in accordance with organisational procedures.</td>
</tr>
<tr>
<td>3.2</td>
<td>Basic safety checks on all machinery and equipment are undertaken before operation.</td>
</tr>
<tr>
<td>3.3</td>
<td>Hazards associated with the handling of hazardous substances are identified and notified and risks are assessed in accordance with organisational <strong>policies and procedures</strong>, including OHS requirements.</td>
</tr>
<tr>
<td>3.4</td>
<td>Noise hazards are identified and notified and risks are assessed in accordance with organisational policies and procedures, including OHS requirements.</td>
</tr>
<tr>
<td>3.5</td>
<td><strong>Manual handling</strong> risks are assessed prior to an activity and work is carried out according to currently recommended safe practices.</td>
</tr>
<tr>
<td>3.6</td>
<td>Information on OHS for specific work operations is accessed as required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Participate in arrangements for maintaining the health and safety of all people in the workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Individuals have input into the ongoing monitoring of and reporting on all aspects of workplace safety.</td>
</tr>
<tr>
<td>4.2</td>
<td>OHS issues are raised with designated personnel in accordance with organisational policies and procedures, including relevant OHS <strong>legislation</strong>.</td>
</tr>
<tr>
<td>4.3</td>
<td>Suggestions are made to assist in developing effective solutions to control the level of risk associated with activities in the organisation.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.
**What employee responsibilities in OHS legislation may be included?**

Employee responsibilities may include cooperation with the employer or supervisor in any action taken to comply with OHS legislation; taking reasonable care for own health and safety; and accepting responsibility for the protection of the health and safety of others through avoidance of personal actions that may put others at risk. Actions that may put others at risk include smoking in the workplace; using substances that modify mood or behaviour; inappropriate behaviour; wilfully interfering with or misusing anything provided to protect health and safety; and wilfully placing at risk the health or safety of any person in the workplace.

**Which legislation, codes and national standards may be relevant to the workplace?**

Industry codes of practice, awards and organisational agreements, relevant industrial instruments, and relevant legislation from all levels of government that affects business operation.

OHS legislative requirements vary from State to State (or Territory) and may include common law duties to meet the general duty of care requirements; requirements for the maintenance and confidentiality of records of occupational injury and disease; provision of information, induction and training; regulations and approved codes of practice relating to hazards present in the work area; health and safety representatives and committees; and prompt resolution of OHS issues.

OHS policies and procedures may relate to hazard identification, risk assessment, the selection and implementation of risk control measures, hazard reporting, incident and accident investigation, OHS audits and safety inspections, consultative arrangements for employees in work areas, safe operating procedures and instructions, and the use and care of PPE.

**Which OHS emergencies may apply?**

Electrocution, fire, flood, chemical spillages; gases in confined spaces and gas leakages; discharge of firearms; injuries associated with animal bites, envenomation, kicks or scratches; and injuries associated with machinery, equipment or vehicles.
What **hazards in the workplace** may be included?

Equipment, vehicle and machinery operation and maintenance; exposure to noise, chemicals, gases, dust, splash or scalding, solar radiation and electricity; confined spaces; tripping hazards; water bodies; firearms; damaged or broken structures; damaged or worn equipment; manual handling; items blocking exits; items of equipment in areas used for access; poor surfaces; spillages; drift and volatility of chemicals; breakages; and animal bites, envenomation, kicks or scratches.

What **OHS training** may be relevant?

OHS induction and specific OHS training including safe chemical use, safe machinery operation and maintenance and hazard identification and assessment.

What **PPE** may be relevant?

Boots, overalls, gloves, protective eyewear, hearing protection, chemical protection and respirator or face mask.

What **policies and procedures** may be included?

Hazard policies and procedures, including reporting procedures; emergency policies and procedures; procedures for the use of personal protective clothing and equipment; job procedures and work instructions; and the installation of workplace safety signage.

What could be some of the **manual handling** hazards?

Moving, lifting, shovelling, loading materials, pulling, pushing, up-ending materials, hand tool use, storing materials at heights too high or too low, bending, repetitious tasks and handling plants and animals.

**Evidence Guide**

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- recognise, respond to and report workplace hazards and risks
- carry out workplace procedures, including OHS and evacuation
- observe safe work practices
- participate in maintaining a safe workplace and ensuring the health and safety of self and others
- follow instructions and communicate effectively with supervisor and other staff
- read and interpret symbols used for OHS and safety and evacuation signs.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- employee and employer responsibilities under the OHS Act
- organisational procedures relating to hazards, fires, emergencies, accidents and risk control
- OHS signs and symbols relevant to area of work.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to apply workplace procedures for hazard identification and risk control
- ability to direct and observe others in identifying hazards, controlling risks and following safe work practices
- ability to read safety warning signs
- ability to record incidents in the work area accurately and in accordance with OHS and legal requirements
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.
## What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *carrying out workplace OHS procedures*. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- access to equipment and / or resources normally used in the workplace
- workplace procedures, including OHS and evacuation procedures
- personal protective clothing and equipment
- hazards and risks commonly found within a workplace
- symbols used for OHS and safety and evacuation signs.

## What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *carry out workplace OHS procedures* must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different organisations and with different policies and procedures.

## What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? By raising OHS issues verbally with other employees.

2. How can information be collected, analysed and organised (2)? By recognising hazards, keeping maintenance records and reporting accidents and dangerous occurrences.

3. How are activities planned and organised (2)? By planning and organising OHS procedures.

4. How can teamwork (2) be applied? By participating with others in a team when carrying out OHS procedures.

5. How can the use of mathematical ideas and techniques (2) be applied? By determining liquids and weights used in the workplace.

6. How can problem-solving skills (2) be applied? By determining appropriate actions in an emergency.

7. How can the use of technology (2) be applied? By the use of communication equipment to raise OHS issues.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3301A  Carry out institution containment and exclusion procedures

This unit of competency covers the process of carrying out institution containment and exclusion procedures that are designed to exclude pathogenic organisms from entering an aseptic site and to contain organisms in a particular site.

Containment and exclusion may apply to physical, specific pathogen free, gnotobiotic, genetically modified organisms and infectious microbiological organisms.

Containment and exclusion procedures are followed as a routine part of one’s own work and are applied to visitors to the site. Work is performed under the supervision of a senior and more experienced staff member and according to established policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare to carry out containment and / or exclusion procedures</td>
</tr>
<tr>
<td>1.1</td>
<td>Items requiring decontamination are treated according to institutional policies and procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Where required, personal and work vehicles are decontaminated before entering a containment or exclusion site.</td>
</tr>
<tr>
<td>1.3</td>
<td>Personal decontamination tests and procedures are carried out before entering a containment or exclusion site.</td>
</tr>
<tr>
<td>1.4</td>
<td>Contact with potential contaminants is reported according to institutional requirements.</td>
</tr>
<tr>
<td>1.5</td>
<td>Hands are washed and gloves are changed before handling animals, feed, plant stock or other products.</td>
</tr>
<tr>
<td>1.6</td>
<td>Appropriate clothing, footwear and personal protective equipment (PPE) are put on before commencing work and ‘street clothing’ is securely stored away from animals, feed or other products.</td>
</tr>
</tbody>
</table>
2 Carry out site containment and exclusion procedures

- 2.1 Chemicals and / or medications are handled and stored appropriately.
- 2.2 Different feed mixes, soils, growing media and / or other products are kept separate and appropriately marked according to institutional procedures.
- 2.3 Any cases of pest infestation are identified and reported to the supervisor.
- 2.4 Any breaches of containment and / or exclusion procedures are identified and reported to the supervisor.
- 2.5 Any occupational health and safety (OHS) hazards are identified and appropriate action is taken according to institutional policies and OHS legislation and codes.
- 2.6 All waste products are disposed of according to institutional procedures.
- 2.7 Information relating to work in containment and exclusion sites is recorded as required by institutional procedures.

3 Carry out animal care in a containment and / or exclusion area

- 3.1 Animal health and wellbeing requirements are provided for in accordance with the institution’s standard operating procedures and codes of practice.
- 3.2 Animal isolation housing areas are maintained in accordance with animal wellbeing and containment and / or exclusion requirements.
- 3.3 Physical health and behaviour of animals are monitored and recorded according to institutional requirements.
- 3.4 Regular hygiene, feeding, exercise and enrichment procedures are carried out according to the institution’s standard operating procedures.
- 3.5 Disease or illness treatments are provided when appropriate and as directed by the supervisor.

4 Assist in maintaining site containment and exclusion procedures

- 4.1 Procedures and protocols for restricted access are followed by and explained to visitors.
- 4.2 Incoming and outgoing goods are decontaminated according to institutional procedures.
- 4.3 Any observed breaches of containment and exclusion procedures by visitors are noted and reported to the supervisor.
4.4 Gates and doors are kept locked where required by institutional procedures and supervisor’s instructions.

4.5 Where installed, security fencing is maintained according to supervisor’s instructions.

4.6 Where appropriate, deliveries to site are checked to ensure that established procedures are followed for vehicle decontamination, unloading, receipt and holding or storage of stock and / or supplies.

5 Respond to site containment and / or exclusion breach or problem

5.1 The specific problem and its location are identified and reported to the supervisor.

5.2 Problems are secured according to institutional procedures.

5.3 Containment and / or exclusion site and location of breach are cleaned and disinfected as required according to the specific nature of the problem and institutional procedures.

5.4 Livestock and plant stock suspected of being exposed to contaminants are isolated and monitored for evidence of contamination according to institutional procedures.

5.5 All contaminated stock and materials are treated and / or disposed of according to institutional procedures.

5.6 Contaminated persons are treated according to institutional procedures.

5.7 Information about the breach or problem is recorded according to institutional procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What may require decontamination?

Decontamination of items brought onto or being removed from the site may include vehicles, trolleys, cages, bedding, bottles, toys, animal feed, pens and other stationery.

Decontamination may be conducted by ultraviolet light, dunk tanks, vehicle dips, autoclave, downtime (isolation), chemicals, gases or heat.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might be meant by a containment or exclusion site?</td>
<td>A containment site is the physical location where the organism is being controlled and confined.</td>
</tr>
<tr>
<td></td>
<td>An exclusion site is the physical location from which organisms are to be excluded and may include:</td>
</tr>
<tr>
<td></td>
<td>• laboratories</td>
</tr>
<tr>
<td></td>
<td>• research animal holding or breeding facilities</td>
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<tr>
<td></td>
<td>• whole farms or parts of a farm</td>
</tr>
<tr>
<td></td>
<td>• institution premises or parts of the premises</td>
</tr>
<tr>
<td></td>
<td>• isolation areas or sick bays.</td>
</tr>
<tr>
<td>How might personal decontamination tests and procedures be carried out?</td>
<td>Personal decontamination tests and procedures may need to be carried out before and after entering the site and may include:</td>
</tr>
<tr>
<td></td>
<td>• nasal swabs to test for viruses and microorganisms</td>
</tr>
<tr>
<td></td>
<td>• wet or air showers</td>
</tr>
<tr>
<td></td>
<td>• washing hands</td>
</tr>
<tr>
<td></td>
<td>• wearing shoe protection, gowns, caps and gloves</td>
</tr>
<tr>
<td></td>
<td>• time restrictions on when personnel and / or goods can be removed from the containment or exclusion area.</td>
</tr>
<tr>
<td>What may potential contaminants include?</td>
<td>Potential contaminants may include pathogens entering the site on:</td>
</tr>
<tr>
<td></td>
<td>• clothing, footwear, equipment, vehicles, new livestock, dust, dander, fur, food, food products, toys, cages, lids, pens, water and soil</td>
</tr>
<tr>
<td></td>
<td>• foodstuffs, including food for animal or human consumption</td>
</tr>
<tr>
<td></td>
<td>• vaccines and viruses or bacterial infections from humans and animals</td>
</tr>
<tr>
<td></td>
<td>• pests and parasites</td>
</tr>
<tr>
<td></td>
<td>• fungi.</td>
</tr>
<tr>
<td>What may be included in institutional requirements?</td>
<td>Institutional requirements may include:</td>
</tr>
<tr>
<td></td>
<td>• the institution’s standard operating procedures</td>
</tr>
<tr>
<td></td>
<td>• the institution’s quality assurance manual and policies and procedures, including OHS, biosecurity, waste disposal, recycling and re-use guidelines</td>
</tr>
<tr>
<td></td>
<td>• relevant state or territory legislation and regulations relating to the practice of veterinary science and animal welfare and research</td>
</tr>
</tbody>
</table>
• the federal Gene Technology Act
• requirements of the Office of the Gene Technology Regulator
• AS/NZS 2243.3:2002: Safety in laboratories – Microbiological aspects and containment facilities
• production schedules
• material safety data sheets (MSDS)
• work notes
• product labels
• manufacturers’ specifications
• operators’ manuals
• supervisor’s oral or written instructions
• work and routine maintenance plans.

Which **PPE** may be used? Personal protective clothing and equipment may include caps, gowns, gloves, shoe covers, face masks, respirators and eyewear.

What type of **pest** infestations might occur? Pest infestations that might occur include vertebrate and invertebrate pests, wild birds in sheds or housing, dogs, cats, feral animals, wildlife, vermin in food and bedding, flies and mosquitos.

Which **waste products** might need to be disposed of? Waste products to be disposed of might include feed spills; unused or expired vaccines; biological matter including semen, embryos, tissue samples, plant cuttings, dead animals and manures; used bedding and nesting materials; and used PPE.

What **supervision** may be required in providing treatment? Any prescription remedies must be administered under the guidance of a veterinarian.

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?** The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

• decontaminate items as required before entering a site
• apply specific institutional procedures for containment and exclusion
• report any breaches of containment and exclusion to supervisors
• care for, monitor and maintain animals housed in containment and exclusion areas
• maintain security of containment and exclusion areas
• carry out cleaning and disinfection duties
• isolate and monitor animals as required
• assist in responding to containment and exclusion breaches and contaminations
• maintain accurate records
• communicate effectively with supervisors and visitors.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

• Quarantine Act
• relevant state or territory legislation and regulations relating to the practice of veterinary science and animal welfare and research
• an awareness of containment and exclusion requirements under the federal Gene Technology Act
• AS/NZS 2243.3:2002: Safety in laboratories – Microbiological aspects and containment facilities
• institutional containment and exclusion policies and procedures
• relevant codes of practice, including the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes
• applicable industry quality assurance requirements and required documentation
• reporting procedures for alleged breaches of containment and exclusion procedures
• consequences of breaching containment and / or exclusion procedures
• sterilising, cleaning, disinfecting and sanitising methods.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

• read and interpret containment and exclusion procedures
What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carrying out institution containment and exclusion procedures. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- supervisors, animals, containment and / or exclusion areas
- institutional policies, procedures and protocols
- a range of items requiring decontamination treatment
- personal protective clothing and equipment.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to carry out institution containment and exclusion procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include following containment and / or exclusion procedures in different types of institutions or where containment and / or exclusion is imposed in response to different circumstances on different occasions.
What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   By discussing problems concerning the maintenance of containment and / or exclusion procedures.

2. How can information be collected, analysed and organised (1)?
   By keeping records of visitors to the institution and noting the requirements for exclusion periods from the containment and / or exclusion site.

3. How are activities planned and organised (1)?
   By scheduling the locking of sheds, gates and storage areas.

4. How can teamwork (1) be applied?
   By working as a team member to review and implement the required institutional procedures and to deal with breaches of containment and / or exclusion.

5. How can the use of mathematical ideas and techniques (1) be applied?
   By recording and calculating chemical application rates.

6. How can problem-solving skills (1) be applied?
   By identifying and investigating pest infestation modes of entry.

7. How can the use of technology (1) be applied?
   By using alarms or other warning systems to notify of breaches of containment and / or exclusion.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

PMLTEST305A Perform aseptic techniques
### RUV3302A Conduct euthanasia of research animals

This unit of competency covers the process of killing a research animal in a humane way that complies with ethical, welfare, legal and research requirements. A person working at this level would be expected to conduct euthanasia of individual animals or groups of animals. The unit requires the ability to prepare for and carry out the euthanasia of an animal and clean and store equipment and materials. Euthanasing animals requires knowledge of appropriate safe work practices, relevant occupational health and safety (OHS) regulations, animal anatomy and physiology, animal ethics and welfare and institutional research needs after the death of the animal. It also requires knowledge of the institution’s standard operating procedures for euthanasia, animal handling and behaviour techniques.

Work is performed under the supervision of a senior and more experienced staff member and according to established policies and procedures. In some situations, euthanasia may be conducted with the assistance of a senior and more experienced staff member.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and limited responsibility for the output of others.

**Note**: Where euthanasia involves firearms, appropriate licences are required for those involved in training and assessment against this unit of competency.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare to <strong>conduct euthanasia</strong> of research animals</td>
<td>1.1 Physical signs of distress, pain or abnormal behaviour in animals are identified and reported to the workplace supervisor according to institutional protocols.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Method</strong> selected for the euthanasia is consistent with the research program approval or protocol and is in accordance with the workplace supervisor’s instructions.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Equipment and materials</strong> required to complete the euthanasia are prepared according to the institution’s standard operating procedures and relevant statutory requirements.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Location</strong> for the euthanasia is selected.</td>
</tr>
</tbody>
</table>
### RUV3302A Conduct euthanasia of research animals

1.5 Hazards associated with the euthanasia are identified in accordance with **OHS** procedures and guidelines.

1.6 Licences and permits required to conduct the euthanasia are reviewed with the supervisor.

### Carry out the euthanasia of animals

<table>
<thead>
<tr>
<th>2</th>
<th>2.1</th>
<th>Personal protective and safety equipment are used in accordance with OHS policies and statutory requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2</td>
<td>Equipment is handled and transported safely at all times in accordance with statutory requirements and industry practices.</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td>Animals are physically restrained in a way that minimises pain, distress and risk of injury to the animals or personnel and complies with ethical, welfare and legal requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4</td>
<td>Euthanasia method is applied according to the requirements of the task and in a way that complies with ethical, welfare and legal requirements, including the requirements for any licences, permits or supervisor’s instructions.</td>
</tr>
<tr>
<td></td>
<td>2.5</td>
<td>Euthanasia procedure is monitored to ensure that the animal’s death is rapid and without complications and undue suffering.</td>
</tr>
</tbody>
</table>

### Complete the euthanasia of animals

<table>
<thead>
<tr>
<th>3</th>
<th>3.1</th>
<th>Animal deaths are confirmed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2</td>
<td>Carcasses that are required for research or post-mortem examination are handled in accordance with the institution’s standard operating procedures, experimental requirements and OHS policies.</td>
</tr>
<tr>
<td></td>
<td>3.3</td>
<td>Animal carcasses are handled and moved in accordance with OHS guidelines and codes of practice.</td>
</tr>
<tr>
<td></td>
<td>3.4</td>
<td>Biological waste and animal carcasses that are not required for research or other approved purposes are disposed of promptly in accordance with <strong>statutory requirements</strong>, the institution’s standard operating procedures and OHS policies.</td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>Equipment and materials are decontaminated or cleaned and stored or disposed of in accordance with the institution’s standard operating procedures.</td>
</tr>
</tbody>
</table>
3.6 Records relating to euthanased animals are updated according to the institution’s standard operating procedures.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why might <em>euthanasia be conducted</em>?</td>
<td>Reasons for conducting euthanasia might include the need to alleviate uncontrollable pain and distress; reaching the end point of research; cull of production; meeting the requirements of product quality assurance; outbreak of disease; environmental failure; fire or other trauma; and accidents or excessive aggression.</td>
</tr>
</tbody>
</table>
| What **OHS** requirements may have to be considered? | Working with animals in an animal technology institution has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.  
  The handling of chemicals requires extra care to ensure safe work practices are maintained.  
  Safe work practices are used in packaging and handling loads including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.  
  Some animal technology facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. |
| What **methods** of euthanasia may be included? | Chemical or physical methods of euthanasia may include barbiturate overdose through an acceptable injection route, gas, cervical dislocation, captive bolt, gunshot, microwave or decapitation by guillotine. |
| What **equipment and materials** may be required to conduct euthanasia? | Carbon dioxide gas cylinders and regulators, sealed and approved containment cages, chemicals, syringes, needles, scales, captive bolts, restraining devices and drugs. |
| In what **location** should euthanasia be conducted? | Animals should be killed in a quiet, clean environment and normally away from other animals. |
| What are the relevant **statutory requirements** that will impact on the euthanasia of animals? | Euthanasia of animals will be controlled by:  
  - relevant state or territory legislation and regulations such as those relating to the use of firearms, prevention of cruelty to animals, wildlife, fisheries, quarantine, the practice of veterinary surgery and the administration and storage of therapeutic and controlled substances |
• relevant codes of practice, including the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes
• approval from the institution’s ethics committee
• local government regulations covering the transport and disposal of hazardous wastes.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?
The critical requirements that are valuable for this unit of competency as a whole are listed below.
Assessment must confirm one’s ability to:
• prepare required materials and equipment
• handle and restrain animals
• apply appropriate methods of euthanasia to kill a range of research animals in a humane, rapid and appropriate manner for the approved endpoint
• adhere to relevant legislative requirements
• dispose of animal carcasses and biological waste not required for research or post-mortem purposes
• decontaminate, clean and store equipment and materials or dispose of them accordingly
• maintain records as required
• communicate effectively with supervisors and follow instructions.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
• methods and administration routes of euthanasia and their suitability for a range of species
• hazards and risks associated with euthanasia
• equipment and drugs commonly used for euthanasia
• signs of pain and distress in commonly held species
• the institution’s standard operating procedures relating to the restraint, handling, euthanasing and disposal of animals
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- handle and restrain animals
- monitor animal health and behaviour
- clean and decontaminate equipment and facilities
- follow personal and workplace hygiene procedures
- set up and use carbon dioxide cylinders and regulators
- use and store drugs correctly
- keep accurate and legible records and enter data into databases
- follow safe work practices
- communicate with other staff and colleagues
- recognise stress and death in animals
- identify signs of distress and grief in self
- calculate solutions, dilutions, percentages, concentrations, proportions, ratios, molarity and weights and measures conversions
- read and implement institutional policies and procedures, including OHS procedures
- analyse material critically
- communicate orally with others in the workplace using appropriate questioning techniques and active listening
- consult with other staff, identify when direction and advice is needed from senior and more experienced staff and seek it
- prepare and write reports
- work cooperatively with others and relate to people from a range of cultural, social and religious backgrounds
- solve problems.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *conducting euthanasia of research animals*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- a range of animals requiring euthanasia
- appropriate equipment to conduct euthanasia
- institutional policies and procedures regarding euthanasia
- personal protective clothing and equipment.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *conduct euthanasia of research animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include conducting euthanasia in various workplaces such as laboratories or in the field; and euthanasing various species such as fish, livestock and laboratory animals and / or animals of different temperaments and sizes.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By completing relevant records.

2. How can information be collected, analysed and organised (2)?
   By monitoring animal health and welfare during the euthanasia procedure.

3. How are activities planned and organised (2)?
   By completing the euthanasia procedure.

4. How can teamwork (2) be applied?
   By following workplace procedures in a coordinated way and by consulting with others about the euthanasia process.

5. How can the use of mathematical ideas and techniques (3) be applied?
   By determining the dosage or concentration of substances required during the procedure.

6. How can problem-solving skills (3) be applied?
   By monitoring animal welfare, taking appropriate steps to ensure death occurs without complications and identifying the intervention points / endpoints in animals requiring euthanasia.

7. How can the use of technology (2) be applied?
   By using relevant equipment throughout the euthanasia procedure.

Are there other units of competency that could be assessed with this one?

This unit of competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3303A Monitor and maintain animal health and wellbeing

This unit of competency covers the process of monitoring and maintaining animal health and wellbeing. It involves identifying signs of animal health and illness, administering routine preventative health treatments under supervision of a workplace supervisor or a veterinarian as appropriate and reporting signs of ill health to the workplace supervisor.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monitor and maintain the physical wellbeing of animals</td>
<td>1.1 Indicators of animal health are regularly monitored in accordance with the institution’s standard operating procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 The physical environment of animals is assessed for evidence of problems that may affect the physical wellbeing of animals.</td>
</tr>
<tr>
<td></td>
<td>1.3 Routine preventative health treatments are regularly monitored and administered in accordance with the institution’s standard operating procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 Housing conditions are monitored to ensure that individual animals have adequate opportunities for free movement and activity.</td>
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<tr>
<td></td>
<td>1.5 Animals are provided with opportunities for activity outside the cage, where appropriate to the species and the constraints of the experimental or teaching program.</td>
</tr>
<tr>
<td></td>
<td>1.6 Movement and activity of animals are noted in the activity budget and reported to the workplace supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.7 Animal health records are maintained in accordance with the institution’s standard operating procedures.</td>
</tr>
<tr>
<td>2 Identify and act on signs of ill health in animals</td>
<td>2.1 Animals are monitored for signs of ill health as part of the daily work routine.</td>
</tr>
</tbody>
</table>
2.2 Details observed of ill health are reported to the workplace supervisor and appropriate treatment is provided as directed.

2.3 Records relating to animals’ health status, before and after treatment, and to the specific nature of the treatment provided are made according to institutional policies and procedures.

2.4 Animals that are ill are handled according to occupational health and safety (OHS) and legislative requirements, relevant codes of practice and institutional policies and procedures.

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**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What aspects need to be considered when monitoring housing facilities?</th>
<th>Aspects to consider may include temperature, humidity, ventilation rates, noise and light levels, photoperiods and appropriate stock density for the species. In addition, the following factors should be taken into account:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• OHS and animal legislative requirements and codes of practice</td>
</tr>
<tr>
<td></td>
<td>• essential hygiene principles</td>
</tr>
<tr>
<td></td>
<td>• institutional containment and exclusion procedures during monitoring activities</td>
</tr>
<tr>
<td></td>
<td>• a physical environment that is conducive to the institution’s stated quality of animals (e.g. conventional, germ free, gnotobiotic and specific pathogen free)</td>
</tr>
<tr>
<td></td>
<td>• efficiency of work practices.</td>
</tr>
</tbody>
</table>

| Which species of animals may be included? | On most occasions the species will be common laboratory animals including mice, rats, guinea pigs and rabbits. On some occasions species may include dogs, cats, sheep, cattle, pigs, poultry, wildlife (e.g. marsupials and birds), primates, reptiles, amphibians, fish and invertebrates. |
### What evidence of problems may be observed?
Evidence may include sick or dead animals, crowding due to inappropriate stock density levels, signs of aggression, presence of pests or vermin, animal lethargy or listlessness, mould, decreased birth rates, increased death rates, breakdown of barriers, ammonia build up and changes in temperature, humidity, odour or airflow.

### What indicators of animal health may be monitored?
Indicators that may be monitored include body weight, behaviour, breeding performance, physical appearance, heart rate, respiratory rate and discharge from orifices.

### Which routine preventative health treatments may be carried out?
Control of parasites, vaccinations and grooming.

## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?
The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:
- carry out routine, consistent monitoring of animal health and physical wellbeing
- identify and report signs of ill health in animals
- maintain accurate animal health records
- comply with relevant legislative requirements, codes of practice and institutional policies and procedures
- communicate effectively with supervisors and follow instructions.

### What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
- animal anatomy, physiology and microbiology sufficient to be able to identify normal parameters across a range of species, including general health indicators for the species and the appearance of a healthy animal at various stages of its life cycle
- requirements of codes of practice, legislation and regulations
- behavioural needs of animals in relation to various factors including species, strain, age, sex, time of day and breeding season
• background profiles of target species or strains
• special requirements for animals prior to and after parturition
• content and mode of reports to be made to supervisor when signs of ill health are identified in animals
• sites of administration of medication and other health treatments.

What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

• monitor animal activity and behaviour
• make oral and written reports to the supervisor
• evaluate activity budgets
• identify common behavioural stereotypes
• identify problem behaviour
• handle and restrain animals
• administer routine health treatments including injections, oral dosing and eye and ear topical creams
• demonstrate numeracy and literacy skills
• collect data
• use computers
• keep records.

What are the specific resource implications for this unit of competency?
For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in monitoring and maintaining animal health and wellbeing. One must also have access to the resources listed below that include:

• an appropriate animal technology institution or an environment that reproduces normal work conditions
• equipment and / or resources normally used in the workplace
• a number of different groups of animals that need to be monitored over an extended period of time
• animal health record-keeping system
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *monitor and maintain animal health and wellbeing* must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include working with a range of species in different housing such as cages, rooms, paddocks and pens and monitoring animals over a variety of different time periods according to varying operational requirements.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   
   By maintaining records of vaccinations and treatments.

2. **How can information be collected, analysed and organised (2)?**

   By documenting information on enrichment strategies according to institutional policies and procedures.

3. **How are activities planned and organised (2)?**

   By following institutional procedures, schedules and treatments.
### RUV3303A Monitor and maintain animal health and wellbeing

<table>
<thead>
<tr>
<th></th>
<th>How can teamwork (1) be applied?</th>
<th>By teams following procedures to ensure the health and wellbeing of animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By performing calculations to determine stock density and the humidity of the animals’ environment.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (1) be applied?</td>
<td>By assessing animals’ reactions to enrichment strategies and noting continual improvement.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (1) be applied?</td>
<td>By recording and reporting animals’ responses to enrichment strategies and using monitoring equipment including thermometers, stethoscopes and telemetry.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

- RUV3301A Carry out institution containment and exclusion procedures
- RUV3302A Conduct euthanasia of research animals
- RUV3306A Work within an animal technology institution
RUV3304A Provide behavioural enrichment for research animals

This unit of competency covers the process of providing behavioural enrichment to stimulate, replenish and maintain appropriate behavioural repertoires of animals in research environments. It requires knowledge of normal and problem animal behaviour, the causes of problem animal behaviour and methods for rectifying and modifying animal behaviour. It also covers the provision of physical, social and food-related enrichment and the monitoring and recording of animal activity budgets.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify, provide and maintain accommodation of research animals</td>
<td>1.1 Animals are monitored on a regular basis in accordance with the institution’s standard operating procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Animal accommodation is selected according to species or strain-specific behavioural needs, with consideration for relevant legislation and research protocols.</td>
</tr>
<tr>
<td></td>
<td>1.3 Stereotypes and appropriate behavioural repertoires for each species or strain are identified and documented.</td>
</tr>
<tr>
<td></td>
<td>1.4 Activity budgets are monitored and maintained at the optimum level for the species or strain.</td>
</tr>
<tr>
<td>2 Identify and provide appropriate physical, social and food-related enrichment</td>
<td>2.1 Physical enrichment items appropriate to the species and its developmental stage are provided.</td>
</tr>
<tr>
<td></td>
<td>2.2 Used physical enrichment items are disposed of or decontaminated according to institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Comfortable levels of social enrichment for the species or strain and individual animals are identified and provided.</td>
</tr>
</tbody>
</table>
2.4 Food-related enrichment appropriate to the species is provided to stimulate natural foraging and food processing activities.

2.5 All responses to enrichment items are catalogued in the activity budget and reported to the workplace supervisor.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>When observing animals what may be monitored?</th>
<th>Animal housing, environment, health, behaviour, size, weight and eating, feeding and watering habits.</th>
</tr>
</thead>
</table>
| What may need to be considered when selecting accommodation? | The physical and behavioural requirements of the species or strain, age of animals and research requirements are some considerations when selecting accommodation. 
The selection of appropriate animal accommodation may also be influenced by:
- species (e.g. the flying needs of a bird compared to the digging needs of a rodent)
- strain (e.g. a circling mouse may need fewer obstructions in the cage than a normal-strain mouse that would probably benefit from increased cage complexity)
- age (e.g. the young require more space and complexity to play whilst older, larger animals will require larger or taller caging)
- purpose of holding including breeding, experimental testing and maintaining a specific health status
- research needs
- available budget. |
| What factors need to be taken into account when identifying appropriate behavioural repertoires? | Behavioural repertoires and behavioural needs can vary according to the species, strain, age and sex of the animal, the time of day or night and breeding seasons. Repertoires can include feeding and foraging, fight or flight and comfort behaviours such as social grooming, rest and play. |
| What does an activity budget refer to? | An activity budget is recorded as a transition table of all behaviour expressed by an individual or group of animals throughout a given observation period. |
Activity budgets can be recorded through continuous behavioural sampling, where behaviour is scored as it occurs during the observation period; or through time sampling, where behaviour is scored at regular intervals during the observation period.

Which species of animals may be included?

On most occasions the species will be common laboratory animals including mice, rats, guinea pigs and rabbits.

On some occasions species may include dogs, cats, sheep, cattle, pigs, poultry, wildlife (e.g. marsupials and birds), primates, reptiles, amphibians, fish and invertebrates.

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- monitor and observe animals
- select accommodation appropriate to animals’ behavioural needs and the requirements of the research program
- prepare and maintain animal activity budgets
- provide animals with physical, social and food-related enrichment
- maintain accurate records
- identify and document behavioural repertoires
- work with a range of animals in accordance with the research program
- communicate effectively with supervisors and research personnel.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- normal parameters of behaviour of a range of species
- evaluation of enrichment programs and the impact of enrichment factors relating to habituation, novelty, self-control and randomness on research programs
relevant codes of practice, legislation and regulations
institutional policies and procedures and the requirements of the institution’s ethics committee
physiological needs of a range of animals
aims of behavioural enrichment
caging modifications relevant to the species or animals’ requirements
building materials used to construct appropriate living environments and how these materials may effect animal environments
the contribution that cataloguing behaviours in an activity budget may make to an enrichment template and eventual enrichment program.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- monitor the environment for various species using equipment including thermometers, hydrographs, lux meters and scales
- handle and restrain animals
- demonstrate numeracy and literacy skills
- monitor normal activity and behaviour
- identify changes in normal animal activity
- communicate and report animal behaviour and progress
- collect data
- use computers and databases
- keep records.

### What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing behavioural enrichment for research animals. One must also have access to the resources listed below that include:

- an appropriate animal technology workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
• a variety of animal species used in research programs
• animal accommodation
• animal activity budgets
• items for physical, social and food-related enrichment.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide behavioural enrichment for research animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, providing behavioural enrichment to animals housed in an animal technology environment for research purposes.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied?

By discussing enrichment strategies with other team members and supervisors.

2 How can information be collected, analysed and organised (2)?

By obtaining information on housing and enrichment programs from team members, supervisors or relevant industry journals and documenting it according to institutional guidelines.
<table>
<thead>
<tr>
<th></th>
<th>Activities planned and organised (2)?</th>
<th>By demonstrating procedures that reflect a planned approach to the continual improvement and assessment of animals’ environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>How can teamwork (1) be applied?</td>
<td>By following and improving procedures for achieving enrichment and maintaining the housing environment.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>By graphing data for activity budgets.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (1) be applied?</td>
<td>By assessing animals’ reactions to housing accommodation and continual improvement programs.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (1) be applied?</td>
<td>By using equipment that assists in the recording and reporting of animals’ responses.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3303A Monitor and maintain animal health and wellbeing
RUV3305A  Carry out simple breeding procedures

This unit of competency covers the process of selecting and preparing animals for breeding and implementing routine breeding procedures. Work is performed under supervision and in accordance with the institution’s breeding program and standard operating procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Select and prepare animals for breeding | 1.1 **Breeding program** requirements and production schedules are identified and confirmed with the supervisor.  
1.2 Animals for mating are selected according to the requirements of the breeding program and the supervisor’s instructions.  
1.3 Individual animals are **monitored** to determine the current stage of their reproductive cycle.  
1.4 Animals selected for mating are placed in an appropriate **environment**. |
| 2 Implement breeding procedures | 2.1 Appropriate **mating systems** are applied according to the breeding program.  
2.2 Appropriate **mating methods** are applied according to the breeding program and the supervisor’s instructions.  
2.3 Animals are monitored during and after the mating period to determine whether mating has been successful. |
| 3 Perform post-mating procedures | 3.1 Animals are monitored for **signs of hatching or parturition**.  
3.2 Problems with hatching or parturition are noted and reported to the supervisor.  
3.3 Offspring are identified, sexed and weaned according to the breeding program. |
3.4 **Post-weaning management** is carried out in accordance with the breeding program and the supervisor’s instructions.

3.5 **Breeding records** are maintained according to the institution’s standard operating procedures and any special requirements of the particular breeding program.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What information may be included in the breeding program?</th>
<th>The breeding program is likely to include information about the number of breeders required, selection criteria for breeders and retiring breeders, the mating system to be used, the identification and records systems to be used and the data to be collected about production rates (e.g. numbers born and sex ratios) and weaning rates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are animals likely to be monitored to determine the stage in their reproductive cycle?</td>
<td>Animals will be monitored by their visual appearance, identification of oestrus, evidence of mating and ongoing observation.</td>
</tr>
<tr>
<td>What sort of environment is suitable for breeding?</td>
<td>The appropriate environment for breeding will depend on the species involved and the specific requirements of the breeding program including temperature, humidity, day or night cycle, seasonal effects and special dietary requirements.</td>
</tr>
<tr>
<td>Which mating systems may be applied in work at this level?</td>
<td>Mating systems may include inbreeding and controlled outbreeding.</td>
</tr>
<tr>
<td>Which mating methods may be applied in work at this level?</td>
<td>Mating methods may include paired mating, the harem system and stud mating.</td>
</tr>
<tr>
<td>What signs of hatching or parturition might be observed?</td>
<td>Signs may include evidence of labour or preparation for birth including nest making, laboured breathing, pushing, milk let down or vaginal discharge.</td>
</tr>
<tr>
<td>What is involved in post-weaning management?</td>
<td>Post-weaning management may include the identification of animals, supplement feeding and the selection of future breeding animals or research stock based on genotyping, health or history.</td>
</tr>
<tr>
<td>What information should be included in breeding records?</td>
<td>Breeding records should include date of birth; numbers born, stillborn, missing or found dead; sexes born; numbers weaned and the wean weight; and strain and genotype information.</td>
</tr>
</tbody>
</table>
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- follow the requirements of the breeding program to produce the required species and strains
- select appropriate animals for mating
- monitor animals
- apply appropriate mating systems and methods
- identify, sex and wean offspring
- carry out post-weaning management
- maintain accurate breeding records
- follow the institution’s standard operating procedures
- communicate effectively with supervisors and follow instructions.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- anatomy and physiology of commonly held animals
- oestrus cycle of commonly held animals, including representative polyoestrus, mono-oestrus and induced ovulation species
- mating behaviour of commonly held animals
- basic principles of genetics including inheritance, punnet squares, genes and chromosomes
- commonly used genetic terms and concepts including phenotype, genotype, cell differentiation and genetic integrity
- the function and requirements of a breeding colony
- nutrition and health requirements of commonly held animals at different stages of their life and reproductive cycle
- the purpose of different aspects of breeding data and records
- commonly used mating systems.
**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- identify the sex, age and reproductive status of male and female animals
- handle and restrain animals
- interpret a breeding program
- implement quality assurance procedures
- follow the institution’s standard operating procedures and the supervisor’s instructions
- keep records
- perform basic arithmetic calculations, including percentage and ratio
- undertake animal care routines, including routines for neonates and weaners
- identify health and congenital reproductive and parturition problems in breeding animals
- monitor mating.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *carrying out simple breeding procedures*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace including microscopes, slides and stains
- breeding program documentation
- the institution’s standard operating procedures
- animals of various ages and reproductive and breeding status
- animals to be weaned
- appropriate housing and facilities for animals.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to carry out simple breeding procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include applying breeding procedures in different workplaces and for different species and colony sizes.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By maintaining breeding records.

2. How can information be collected, analysed and organised (2)?
   By observing animal behaviour to assess readiness for mating and by collecting and analysing breeding data to determine breeding problems, to select the next generation of breeders and to breed the number of animals required to meet orders.

3. How are activities planned and organised (2)?
   Through scheduling mating activities to meet the requirements of the breeding program.

4. How can teamwork (2) be applied?
   By contributing to the production of offspring for the institution’s purpose in a coordinated way.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By calculating the reproductive performance of animals.
6 How can **problem-solving skills** (2) be applied?  
By observing and reporting problems with mating and animal husbandry and by identifying animals with problems at birth.

7 How can the **use of technology** (1) be applied?  
By recording breeding data using institutional information systems.

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3303A Monitor and maintain animal health and wellbeing
RUU306A Work within an animal technology institution

This unit of competency covers the process of working effectively within an animal technology institution. The unit requires knowledge of and compliance with relevant legislative requirements and institutional policies and procedures. It also includes maintaining ethical work practices, identifying animals and recognising signs of distress and grief in self.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access and comply with relevant legislation and information</td>
</tr>
<tr>
<td>1.1</td>
<td>The key requirements of legislation relevant to work performed in an animal technology context are identified.</td>
</tr>
<tr>
<td>1.2</td>
<td>Legislative requirements are clarified with the workplace supervisor to confirm understanding and ensure consistency of interpretation and application.</td>
</tr>
<tr>
<td>1.3</td>
<td>Legislative requirements are adhered to in daily work routines.</td>
</tr>
<tr>
<td>2</td>
<td>Work ethically with animals</td>
</tr>
<tr>
<td>2.1</td>
<td>Personal work practices comply with institutional policies, procedures and guidelines.</td>
</tr>
<tr>
<td>2.2</td>
<td>Requirements of the Code of Practice for the Care and Use of Animals for Scientific Purposes are complied with when performing any tasks involving or impacting on research animals.</td>
</tr>
<tr>
<td>3</td>
<td>Identify animals</td>
</tr>
<tr>
<td>3.1</td>
<td>Common and scientific names are used to identify animals in accordance with institutional requirements.</td>
</tr>
<tr>
<td>3.2</td>
<td>Assistance is provided, in accordance with occupational health and safety (OHS) requirements, in applying identification methods to specific animals within a group.</td>
</tr>
</tbody>
</table>
3.3 Details of animal identification are recorded in accordance with institutional policies and procedures.

4.1 Situations or incidents that may result in distress or grief are identified and documented.

4.2 Personal stressors and grief responses are identified and documented.

4.3 Strategies for coping with distress or grief responses are identified and used.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which legislative requirements are relevant?</th>
<th>The Australian Code of Practice for the Care and Use of Animals for Scientific Purposes. Relevant state or territory legislation and regulations in respect to animal welfare and OHS, including the Quarantine Act and the federal Gene Technology Act.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information about the industry may be relevant to this unit?</td>
<td>Different sectors of the industry and the services available in each sector, relationship between sectors and other industries, industry work conditions including OHS hazards, employer and employee rights and responsibilities, industrial relations issues, major employer and employee institutions, career opportunities within the industry, work ethics required to work in the industry, industry expectations of staff and the standards and codes of practice in animal care including quality assurance standards.</td>
</tr>
<tr>
<td>What policies and procedures may be relevant to this unit?</td>
<td>Institutional policies and procedures may include standard operating procedures, quality system policies and procedures, OHS policies and procedures including accident reports and standard work practices, responsibilities and duties.</td>
</tr>
<tr>
<td>What are examples of daily routines?</td>
<td>Daily routines may include cleaning, feeding and watering; capturing animals; general animal husbandry tasks; maintaining equipment; collecting, collating and recording data; and maintaining and storing records.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care in an animal technology environment has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.</td>
</tr>
</tbody>
</table>
The handling of chemicals requires extra care to ensure safe work practices are maintained.

Safe work practices are used in packaging and handling loads and animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some animal technology facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from workplace supervisors.

What is meant by **working ethically** with animals?

This requires the person to adhere to all requirements of the Code of Practice for the Care and Use of Animals for Scientific Purposes and any specific requirements of the institution’s ethics committee.

Working ethically with animals includes ensuring that the welfare of animals is always considered, that pain or distress in animals is avoided, that the use of animals is justified and that the number of animals used in research programs is minimised.

Which **animals** would one be expected to identify?

Animals from the six major groups (mammals, fish, amphibians, reptiles, invertebrates and birds).

What types of **identification methods** may be assisted?

Assistance may be provided with the application of microchips, tattoos, ear tags, leg bands, ear notches, photographs, brands and enclosures.

What type of **situations or incidents** might result in distress or grief?

Situations or incidents that might result in distress or grief might include planned experimental endpoints including single or colony euthanasia or unplanned animal deaths caused by disease, environmental failure, fire or other traumas or accidents.

Other causes of distress may include working with animals that are in distressing, but ethically approved, research experiments regarding severe and negative environmental impact, detrimental phenotypic abnormalities and adverse animal reactions to an experiment.

What might be some typical grief responses?

Grief responses might include crying, fear, pain, depression, anger, sadness, disbelief or denial, shock, violence, humour, relief, withdrawal, confusion, migraine, elevated blood pressure and weight loss or gain.
### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- comply with relevant legislation
- apply ethical work practices to all activities and tasks performed
- handle animals in a safe and ethical manner
- identify animals using common and scientific names and distinguishing characteristics
- identify, recognise and respond to personal grief or distress
- maintain accurate records using relevant institutional electronic and / or manual systems.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- working knowledge of relevant federal and state or territory legislation and codes of practice, in particular the Code of Practice for the Care and Use of Animals for Scientific Purposes
- hazard identification
- institutional structure and function
- sound knowledge of the six major animal groups (mammals, birds, reptiles, amphibians, invertebrates and fish)
- boundaries of professional behaviour in dealing with own distress and grief
- workplace procedures and resources for grief and stress management and counselling

What grief or stress coping strategies may be identified and used? Strategies may include advising workplace supervisor of the situation, seeking and accepting support from colleagues, seeking and accepting assistance from professional counsellors, practising stress management techniques and requesting and participating in formal or informal debriefing sessions.
- operational knowledge of the institution’s record-keeping system.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</td>
</tr>
<tr>
<td>- identify animals</td>
</tr>
<tr>
<td>- conduct research, including research into relevant legislation</td>
</tr>
<tr>
<td>- select and apply institutional procedures to perform a range of defined tasks</td>
</tr>
<tr>
<td>- follow sequenced written and oral instructions</td>
</tr>
<tr>
<td>- read and implement codes of practice, legislation and policies and procedures, including those relating to OHS and waste management</td>
</tr>
<tr>
<td>- communicate orally with others in the workplace using appropriate questioning techniques and active listening</td>
</tr>
<tr>
<td>- identify when clarification, direction and advice is needed from senior and more experienced staff and then seek it</td>
</tr>
<tr>
<td>- consult with other staff, including senior and more experienced staff</td>
</tr>
<tr>
<td>- prepare and write reports</td>
</tr>
<tr>
<td>- work cooperatively with and relate to people from a range of cultural, social and religious backgrounds</td>
</tr>
<tr>
<td>- perform basic arithmetic calculations, including measuring volumes</td>
</tr>
<tr>
<td>- identify signs of distress and grief in self</td>
</tr>
<tr>
<td>- solve problems including using available resources and prioritising daily tasks</td>
</tr>
<tr>
<td>- use the institution’s record-keeping system</td>
</tr>
<tr>
<td>- apply information technology skills.</td>
</tr>
</tbody>
</table>
| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *working within an animal technology institution*. One **must** also have access to the resources listed below that include:

- an appropriate animal technology workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- relevant legislation, regulations, codes of practice and institutional policies and procedures
- personal computer with Intranet and Internet access
- a variety of different animal species
- institutional record-keeping system. |

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *work within an animal technology institution* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large city, regional and rural facilities or facilities using different types of animals. |

| What considerations should there be for context of assessment? | Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied? By discussing daily routines with workplace supervisors and peers.

2 How can information be collected, analysed and organised (1)? By maintaining animal identification records.

3 How are activities planned and organised (1)? By consulting with workplace supervisors on daily tasks to be completed.

4 How can teamwork (1) be applied? By working with others on agreed tasks.

5 How can the use of mathematical ideas and techniques (1) be applied? By calculating volumes and using simple arithmetic calculations for daily tasks.

6 How can problem-solving skills (1) be applied? By identifying and eliminating workplace hazards.

7 How can the use of technology (1) be applied? By using electronic databases and the Internet for accessing information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RU3301A Carry out institution containment and exclusion procedures

RU3302A Conduct euthanasia of research animals
RUV3307A Prepare for and monitor anaesthesia in animals

This unit of competency covers the process of preparing personnel, equipment, animals and the facility for anaesthesia. Preparing for and monitoring anaesthesia in animals would be for non-surgical procedures and would aim to minimise the pain of an animal during the procedure and / or to minimise the risk to the operator during the procedure. The unit also covers the process of providing post-anaesthetic care and maintaining facilities and equipment.

Animal technicians administering anaesthesia operate under and must comply with legislative requirements as well as protocols, policies and procedures set down by the ethics committee within their institution.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the demonstration of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas. One would be expected to analyse and plan approaches to technical problems or management requirements, take responsibility for one’s own outputs in relation to broad quantity and quality parameters and take limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for <strong>anaesthesia</strong></td>
<td>1.1 Facility and personnel are prepared for animal anaesthesia.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Equipment</strong> is prepared and calibrated as required.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Anaesthetic and monitoring equipment</strong> are prepared as directed by the supervisor.</td>
</tr>
<tr>
<td>2 Prepare animals for anaesthesia procedures</td>
<td>2.1 Animals’ health and condition are assessed.</td>
</tr>
<tr>
<td></td>
<td>2.2 Animals are handled and restrained safely and humanely in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Pre-anaesthetic <strong>evaluations</strong> are performed on animals.</td>
</tr>
<tr>
<td></td>
<td>2.4 Animals are <strong>prepared</strong> for anaesthesia.</td>
</tr>
<tr>
<td></td>
<td>2.5 Safe work practices including <strong>occupational health and safety</strong> (OHS) are followed in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is meant by <strong>anaesthesia</strong>?</td>
<td>Anaesthesia refers to the use of a drug administered for medical or surgical purposes that induces total loss of sensation.</td>
</tr>
<tr>
<td>What <strong>equipment</strong> would be used?</td>
<td>Equipment would include anaesthetic machines, oxygen cylinders, syringes, needles, masks and gloves.</td>
</tr>
<tr>
<td>What could <strong>anaesthetic and monitoring equipment</strong> include?</td>
<td>Anaesthetic equipment and supplies could include filters, soda lime and canisters, gas cylinders, vaporisers, anaesthetic machines, scavenging systems, tubes, masks, incubators, anaesthetic trolleys and re-breathing bags.</td>
</tr>
</tbody>
</table>
Example text about preparing for and monitoring anaesthesia in animals.
What possible anaesthetic emergencies could be encountered? Anaesthetic emergencies may include an animal going into shock, respiratory distress, hypothermia or hyperthermia.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole? The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

• prepare facilities, personnel and equipment including anaesthetic equipment and anaesthetic agents
• prepare animals and carry out pre-anaesthetic evaluations
• comply with institutional protocols
• monitor and maintain animals in anaesthesia
• recognise and respond to anaesthetic and post-anaesthetic emergencies
• provide post-anaesthetic care
• maintain appropriate records
• clean, maintain and store facilities and equipment as required
• communicate with supervisors and follow instructions.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

• a sound working knowledge of animal biology, anatomy and physiology
• a sound working knowledge of types of anaesthesia and their use within animal technology
• a sound knowledge of a range of anaesthetic equipment including anaesthetic machines, vaporisers, cycle systems, tubing, re-breathing systems and scavenger systems
• the principles of managing an anaesthetic overdose
• institution protocols, policies and procedures, including OHS.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to use anaesthetic equipment
- ability to administer anaesthetics as directed by the supervisor
- ability to maintain accurate records
- ability to follow institutional policies and procedures, including OHS
- ability to handle animals safely and ensure their health and wellbeing is maintained in accordance with institutional requirements
- ability to prepare animals correctly for anaesthesia
- ability to monitor animals’ vital signs during anaesthesia through to recovery
- ability to recognise, respond to and assist with anaesthetic emergencies
- keen observation skills
- literacy skills to read and implement institutional protocols, policies and procedures, including OHS; select and apply the procedures to perform a range of defined tasks; implement sequenced written instructions; and record patient details accurately and legibly
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the institution including questioning techniques, active listening, asking for clarification, acknowledging and responding to a range of views
- numeracy skills to monitor vital signs
- problem-solving skills to use available resources, prioritise tasks and select, prepare and use facilities and equipment.
**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *preparing for and monitoring anaesthesia in animals*. One **must** also have access to the resources listed below that include:

- an appropriate animal technology workplace or an environment that reproduces normal work conditions
- equipment and/or resources normally used in the workplace
- animals
- facilities, equipment, personnel used for anaesthetic procedures
- institution protocols, policies and procedures.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, procedures and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *prepare for and monitor anaesthesia in animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with different animals or anaesthetic agents and for different procedures.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology workplace.

There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (2) be applied?
   - Through discussions with supervisors during the anaesthetic procedures.

2. How can **information be collected, analysed and organised (2)**?
   - By collecting and recording data before, during and after anaesthetic procedures.

3. How are **activities planned and organised (2)**?
   - By organising and planning anaesthetic procedures that meet research and institutional requirements.

4. How can **teamwork (2)** be applied?
   - By responding to anaesthetic and post-anaesthetic emergencies.

5. How can the use of **mathematical ideas and techniques (3)** be applied?
   - By accurately calculating doses for analgesics and other supportive therapies.

6. How can **problem-solving skills (2)** be applied?
   - By planning the work schedule for anaesthetic procedures to ensure adequate resources are available.

7. How can the **use of technology (2)** be applied?
   - By using anaesthetic monitoring equipment and recording data electronically.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

PMLTEST305A Perform aseptic techniques
**Element** | **Performance Criteria**
--- | ---
1 | Provide immediate care for rescued animals
1.1 Native animals are handled following occupational health and safety (OHS) procedures and using personal protective equipment (PPE).
1.2 Animal species are identified and initial animal emergency care is initiated in accordance with policies and procedures.
1.3 Animals are examined and seriously injured animals are referred to supervisors and/or taken to a veterinary clinic for immediate treatment.
1.4 Information on each animal is collected and recorded in accordance with legislative and institutional policies and procedures.
2 | Rehabilitate rescued animals
2.1 Suitable species-relevant rearing procedures are applied in accordance with industry guidelines.
2.2 Common problems experienced by rescued animals are identified and treated as directed by a veterinarian.
2.3 Species-specific recovery procedures are followed in accordance with relevant legislative and institutional policies and procedures.
2.4 Quarantine and disease control procedures are followed in accordance with institutional policies and procedures.

2.5 Deceased animals required for research purposes are processed in accordance with legislative and institutional policies and procedures.

3 Release native animals to natural environment

3.1 Prior to release, animals are identified and assessed for readiness to be released.

3.2 Documentation is completed as required in accordance with legislative requirements and institutional policies and procedures.

3.3 Release site is selected and monitored for appropriateness in consultation with experienced personnel.

3.4 Animals are handled correctly and transported to the release site in accordance with OHS procedures.

3.5 Release strategies are implemented to address the requirements of particular animals.

3.6 Released animals are monitored, where possible, to ensure successful return to their natural environment.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What does a <strong>rescued animal</strong> refer to?</th>
<th>A rescued animal refers to native wildlife rescued from the wild.</th>
</tr>
</thead>
</table>

| What type of **OHS** issues would be relevant in this context? | Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of animals must be in accordance with policies and procedures and requires extra care to ensure safe work practices are followed in relation to individual animal requirements. Personal hygiene and the cleanliness of animal housing must be maintained at all times. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. |
Contact with native wildlife may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage.

Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

<table>
<thead>
<tr>
<th>What are examples of PPE?</th>
<th>PPE may include gloves, long sleeved and legged clothing, boots, safety goggles and hessian bags to wrap around arm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would be included in initial animal emergency care?</td>
<td>Initial animal emergency care may include clearing animal’s mouth and nose to assist breathing, applying pressure bandages to stem external bleeding, supporting bandages to immobilise fractures, observing injuries, treating dehydration and providing warmth and comfort for shock.</td>
</tr>
<tr>
<td>What may be regarded as serious injuries?</td>
<td>Serious injuries may include puncture wounds, bleeding, visible trauma and / or bruising; seizures; visible limb or wing fractures; missing fur or skin; obvious head injury; paralysis; and evidence of poisoning or pain.</td>
</tr>
<tr>
<td>What information may be collected and where may it be recorded?</td>
<td>Information may include the exact location where animals were found, date and time of collection, presence of other animals, known circumstances, conditions including weather and human activities in the area. Information regarding all wildlife received may be recorded in permit books, logs and diaries.</td>
</tr>
<tr>
<td>What are some problems associated with animal care and orphan rearing procedures?</td>
<td>Common problems with hand rearing procedures may include feeding problems, poor nutrition standards, poor animal husbandry practices, loss of weight, zoonotic diseases, malnutrition, changes in urine or bowel movements, parasitism, trauma, stress-induced conditions, behavioural changes and humanisation.</td>
</tr>
<tr>
<td>What are some common problems experienced by rescued animals?</td>
<td>Common problems may include humanisation, lethargy, malnutrition, feeding problems including milk aspiration and decreased appetite, dehydration, heat stress, fur loss, cloacal prolapse, stooped position, bloat, fitting, fight injuries, loss of weight, changes in urine and bowel movements, trauma, zoonotic and other diseases, stress, discharges, changes in behaviour, general ill health, habitat destruction, parasitic burdens and age-related health conditions.</td>
</tr>
</tbody>
</table>
What may be considered as **recovery procedures**?

Recovery procedures may include 24-hour care for young animals, providing warmth, feeding and hydrating, minimising stress, removing domestic animals from wild animals’ presence, dressing wounds, cleaning eyes, integrating with other same-species animals, accessing veterinary care and administering medication as directed, applying relevant husbandry standards to ensure pathogens are not contracted and releasing animals to the natural environment.

What types of **organisations** may be involved?

Organisations may include animal shelters, fauna parks, captive animal government bodies, independent bodies and volunteer groups.

What may **processes** include?

Processes may include recording data such as animals’ weight, estimated age, sex, location where found and history of animal care, if applicable. In the case of dead animals, processes may include following recommended industry guidelines for necropsy requirements, labelling and recording the circumstances of death.

What factors should be considered when determining the **readiness** of animals for release?

Indications of animals’ readiness for release may include moving freely, socially adapted to survive in their natural state, recognising own species, displaying appropriate species behaviour, recognising natural food sources, feeding independently, used to exposure to natural elements, displaying normal physical features (e.g. returning to waterproof state) and being dehumanised.

Readiness will also depend on weather conditions, the timing of release (e.g. species migratory patterns), the availability of a suitable release site, other habitat considerations and the practicality of releasing animals into the area where they were originally found.

What **documentation** must be provided in relation to rescued wildlife?

Documentation required in relation to rescued wildlife must include individual animal identification where possible and health history if applicable, yearly returns to relevant state or territory bodies detailing the survival of all wildlife held, reports to relevant government departments of species of threatened wildlife or unusual animals held and the approval of shelter operators for any release of rehabilitated wildlife.
How is the **release site selected and why is it monitored?**

The release site selected should be close to where the animal was found or captured.

The release site may be monitored for pests, predators, suitable numbers of same species of animals, availability of natural food and water supply, adequate shelter, habitat destruction and human interaction or intervention.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify correctly and handle humanely native wildlife
- communicate effectively with a range of people and organisations in developing and implementing rehabilitation programs for native animals
- provide 24-hour care for young animals
- be patient and empathise with the needs of injured animals
- prepare native animals for release into natural environment.

---

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- relevant institutional policies and procedures, including OHS, hygiene standards and other industry guidelines
- relevant legislation including state or territory wildlife acts and codes of practice
- animal biology
- pathogens and their potential impact on the natural environment
- basic animal first aid
- normal behaviour of animal wildlife
- databases to establish status of species in the wild
- basic animal husbandry requirements and rehabilitation procedures for common native species within the six major animal groups
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to identify native wildlife
- ability to undertake basic preparation for necropsy requirements
- ability to handle safely rescued wildlife animals
- ability to perform basic animal first aid
- ability to complete animal husbandry tasks as required
- ability to follow rehabilitation procedures
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of tasks.
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from coordinators and / or veterinarians and consulting with coordinators and / or veterinarians
- numeracy skills to complete arithmetic calculations and measure medication
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in rehabilitating and releasing native wildlife. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- rescued native wildlife requiring rehabilitation and release
- appropriate materials and equipment necessary to provide initial emergency care, rehabilitate and release native animals
- relevant legislative requirements and institutional policies and procedures, including OHS
- information on the care and handling of rescued native wildlife.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to rehabilitate and release native wildlife must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events and work with different native wildlife.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?

Through discussion with peers and coordinators on the best approach to handling rescued animals.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (2)?</td>
<td>By collecting information about rescued animals to assist in developing appropriate care and release programs.</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (1)?</td>
<td>By working with others in planning rescue and release procedures.</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (2) be applied?</td>
<td>By working with others on agreed tasks.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By monitoring pulses and respiration rates when rescuing animals.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (2) be applied?</td>
<td>By observing animals’ injuries and implementing appropriate rehabilitation strategies.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (1) be applied?</td>
<td>By using computer technology to record data collected.</td>
</tr>
</tbody>
</table>

Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV2108A Rescue animals and apply basic animal care
RUV3402A Work within a captive animal institution

This unit of competency covers the process of working and communicating effectively within a captive animal institution. It requires knowledge of relevant agreements, legislative requirements and institutional policies and procedures and the ability to identify animals in the workplace.

The unit is aimed at keepers and wildlife and animal attendants with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work effectively within a captive animal institution</td>
</tr>
<tr>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identify and handle animals humanely</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.3 Animals are **handled humanely** and in accordance with animal welfare considerations, relevant codes of practice and other legislative requirements.

2.4 Assistance is provided with the application of **identification techniques** in accordance with OHS requirements.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<p>| <strong>What are examples of a captive animal institution?</strong> | A captive animal institution may include zoological parks, wildlife parks, wildlife care and rehabilitation facilities, fauna parks, theme parks, mobile zoos and aquaria. |
| <strong>What may be included in the function and structure of the institution?</strong> | The institution’s function may include conservation, education, research and recreation and should be seen in the context of the World Zoo Conservation Strategy, the role of the International Union for Conservation of Nature and Natural Resources, the Captive Breeding Specialist Group and the Australasian Regional Association of Zoological Parks. Institutional structures may include corporate, family-owned, not for profit or government. |
| <strong>Which regional and international agreements may be relevant?</strong> | Agreements may include the Convention on International Trade in Endangered Species for Flora and Fauna, the Convention for the Conservation of Antarctic Seals, the Agreement between Australia and Japan for the protection of Migratory Birds in danger of Extinction and their Environment, the China-Australia Migratory Bird Agreement, the Convention for the Regulation of Whaling and the Convention on Wetlands of International Importance. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which <strong>legislative requirements</strong> may be relevant?</td>
<td>Relevant state or territory and local government legislation and regulations in respect to native fauna and OHS.</td>
</tr>
<tr>
<td>What are examples of other <strong>bodies and agencies</strong>?</td>
<td>Bodies and agencies may include government departments and statutory bodies, volunteer groups, animal welfare and rescue groups, research organisations and other captive animal institutions.</td>
</tr>
<tr>
<td>What are examples of <strong>daily routines</strong>?</td>
<td>Daily routines may include cleaning, feeding, watering, ensuring the security of animals, capturing animals, general animal husbandry tasks, maintaining equipment and completing minor repairs, completing records and answering enquiries from the public.</td>
</tr>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
<tr>
<td>What are <strong>environmentally sensitive work practices</strong>?</td>
<td>Environmentally sensitive work practices may include implementing strategies and resources to reduce noise and odour, minimising disturbance to animals and their living environment and practising environmentally friendly waste management.</td>
</tr>
<tr>
<td>Which <strong>distinguishing characteristics</strong> may be used to identify captive animals?</td>
<td>Distinguishing characteristics may include tattoos, microchips, markings, colour, ear tags, size, brands and leg bands.</td>
</tr>
<tr>
<td>How are animals <strong>handled humanely</strong>?</td>
<td>Handling animals humanely may include ensuring that the welfare of the animal is always considered and avoiding pain and distress.</td>
</tr>
<tr>
<td>Which <strong>identification techniques</strong> may be used?</td>
<td>Identification techniques may include tattoos, ear tags, leg bands and passive integrated transponder tags.</td>
</tr>
</tbody>
</table>
How may communication be conducted?

Communication may be conducted by two-way radio, email, the Intranet and the Internet. It may include answering queries from the public and contributing to daily bulletins or media releases.

What are examples of animal keeping information systems and software?

Systems and software may include ISIS (International Species Information System), REGASP, ARKS (Animal Record-Keeping System) and SPARKS (Single Population Analysis and Records Keeping System).

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- identify the institution’s structure and role within the context of legislative requirements and zoological agreements
- identify and handle animals in accordance with animal welfare requirements
- communicate effectively with others and record information in accordance with institutional policies and procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant international, federal and state or territory legislation and codes of practice
- functions and changing roles of captive animal institutions
- institutional mission statement
- basic working knowledge of relevant international agreements and conventions
- animal taxonomy to family level
- basic animal behaviour and the potential effects of captivity
- basic principles of animal ethics and conservation
- hazard-identification techniques
general environmental issues
animal keeping and information systems and software.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to follow institutional policies and procedures
- ability to follow instructions and assist safely with tasks
- ability to maintain records and write workplace documents
- ability to identify from photographs individual specimens of species held within the workplace and a range of species not held
- ability to identify animals within the workplace to family level, using distinguishing characteristics
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
- numeracy skills to complete basic arithmetic calculations and measure volumes
- interpersonal skills to work with and relate to people in a multi-disciplinary workplace from a range of cultural, social and religious backgrounds and to communicate effectively with team members
- problem-solving skills to use available resources and prioritise daily tasks.
**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *working within a captive animal institution*. One **must** also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- institutional policies and procedures
- relevant legislation and regional and international agreements
- a range of captive animals
- record-keeping databases.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *work within a captive animal institution* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large captive animal facilities in city, regional or rural areas, traditional or open-range type facilities and mobile or theme park environments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.
1. How can **communication of ideas and information (1)** be applied? Through discussion of daily routines with supervisors and team members.

2. How can **information be collected, analysed and organised (1)**? By maintaining animal observation and identification records.

3. How are **activities planned and organised (1)**? By consulting with supervisors on daily tasks to be completed and prioritising own tasks.

4. How can **teamwork (1)** be applied? By working with others on agreed tasks.

5. How can the **use of mathematical ideas and techniques (1)** be applied? By calculating volumes and using simple arithmetic calculations for daily tasks.

6. How can **problem-solving skills (1)** be applied? By recognising a workplace hazard.

7. How can the **use of technology (1)** be applied? By using electronic databases and the Internet to access information.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV3403A Prepare and present information to the public

This unit of competency covers the process of preparing and presenting information to internal staff members and members of the public and participating in other interpretive and learning functions within the institution.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare a presentation</td>
<td>1.1 Audience is identified and objectives of the presentation are determined.</td>
</tr>
<tr>
<td></td>
<td>1.2 Plan of the presentation is developed and materials are selected to match the audience.</td>
</tr>
<tr>
<td></td>
<td>1.3 Presentation is trialled to ensure its objectives and learning outcomes are achieved.</td>
</tr>
<tr>
<td>2 Conduct presentation</td>
<td>2.1 Public speaking skills are used effectively to engage the audience.</td>
</tr>
<tr>
<td></td>
<td>2.2 Visual aids and other presentation equipment are used correctly to enhance the presentation.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animals involved in the presentation are treated humanely and handled in accordance with occupational health and safety (OHS) and institutional requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Audience is encouraged to participate where appropriate and provide feedback.</td>
</tr>
<tr>
<td></td>
<td>2.5 The presentation is completed within the required timeframe and reviewed with other staff.</td>
</tr>
<tr>
<td>3 Participate in other interpretive and learning activities</td>
<td>3.1 Interpretive and learning activities within the institution are analysed for accuracy and currency.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which types of <strong>presentations</strong> may take place?</th>
<th>Presentations may include workshops, seminars, lectures, interactive sessions and large public presentations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>public speaking skills</strong> may be relevant?</td>
<td>Public speaking skills may include voice control, eye contact, body language and ability to relate to the particular audience.</td>
</tr>
<tr>
<td>Which <strong>visual aids</strong> may be used?</td>
<td>Visual aids may include slides, overhead transparencies, electronic presentations, handouts, charts and animals.</td>
</tr>
<tr>
<td>What <strong>presentation equipment</strong> may be relevant?</td>
<td>Presentation equipment may include mobile microphones, computers, props and overhead and data projectors.</td>
</tr>
<tr>
<td>What does <strong>humane animal treatment</strong> include?</td>
<td>Humane treatment of animals may include using correct handling procedures, minimising stress, dispensing treats and limiting time involvement in presentations.</td>
</tr>
<tr>
<td>What <strong>OHS requirements</strong> may have to be considered?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
</tbody>
</table>
What is involved in **reviewing** a presentation? | Review may include analysing participant feedback and peer comments and revising the presentation and support materials.

Who are **internal and external** clients? | Internal clients may include other staff and management.

| External clients may include members of the public, visiting dignitaries and personnel from government bodies or other captive animal institutions.

What may be required for **media presentations**? | Media presentations may include the preparation of information for the institution’s media department, media releases and interviews.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- plan presentations to meet desired objectives
- prepare and present information to a range of audiences
- communicate effectively with a wide range of people and engage audiences
- use a range of materials and equipment as part of presentations
- review presentations and adjust accordingly.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- education policy and support materials of the Australasian Regional Association of Zoological Parks
- interpretive theory
- public speaking techniques
- basic instructional design principles
- learning principles for the captive animal environment and for different age groups
- features of presentation equipment
- subject matter for the presentation.
### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- effective presentation and public speaking skills
- ability to use a range of media techniques
- ability to review and improve presentations
- ability to handle animals safely and treat them humanely during a presentation
- literacy skills to read and implement institutional policies and procedures, including OHS; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with supervisors
- numeracy skills to complete basic arithmetic calculations
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and develop interesting presentations.

### What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in preparing and presenting information to the public. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- suitable presentation venues
- institutional policies and procedures
- content material and, if required, animals to be used during presentations.
• a range of audiences.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *prepare and present information to the public* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   - Through discussion of presentations with supervisors and team members.

2. **How can information be collected, analysed and organised (2)?**
   - By researching and organising information into coherent presentations.

3. **How are activities planned and organised (2)?**
   - By organising presentations to link with animal feeding times or other suitable events.

4. **How can teamwork (2) be applied?**
   - By working with others on agreed tasks.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>By timing presentations accurately.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (2) be applied?</td>
<td>By using limited resources to create interesting presentations.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using electronic equipment during presentations.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUVal02401A Prepare for and conduct a tour or presentation
RUV3404A Assist with collection management

This unit of competency covers the process of recording information using animal species-management software and assisting with updating and implementing institutional and regional collection plans and species management.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Collect, analyse and record data</td>
<td>1.1 Data is collected in accordance with institutional policies and procedures and recorded using approved animal keeping information systems and software.</td>
</tr>
<tr>
<td></td>
<td>1.2 Data is analysed using appropriate statistical and analytical techniques.</td>
</tr>
<tr>
<td></td>
<td>1.3 Findings are reported in a format appropriate to institutional requirements.</td>
</tr>
<tr>
<td>2 Assist with collection management</td>
<td>2.1 Relationships between institutional and regional plans are identified.</td>
</tr>
<tr>
<td></td>
<td>2.2 Personnel associated with institutional and regional plans are identified and located as required.</td>
</tr>
<tr>
<td></td>
<td>2.3 Institutional and regional collection plans are accessed and reviewed in consultation with supervisors.</td>
</tr>
<tr>
<td></td>
<td>2.4 Collection management plans are implemented as directed by supervisors.</td>
</tr>
<tr>
<td></td>
<td>2.5 Institutional collection and species-management plans are reviewed and updated as required.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of <strong>animal keeping information systems and software?</strong></th>
<th>Systems and software may include ISIS (International Species Information System), REGASP, ARKS (Animal Record-Keeping System), SPARKS (Single Population Analysis and Records Keeping System), PM 2000 (Population Management 2000), GENES and DEMOG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is involved in <strong>collection management?</strong></td>
<td>Collection management occurs at a regional and institutional level and needs to consider regional and institutional collection plans, species-management plans, regional captive management plans, available facilities, conservation and education issues and visitors’ experiences of particular captive animal facilities.</td>
</tr>
<tr>
<td>Who are the <strong>personnel</strong> that may be identified in a plan?</td>
<td>Personnel may include Taxon Advisory Group representatives, species coordinators (in-house and regional), studbook keepers and captive program coordinators.</td>
</tr>
</tbody>
</table>

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- identify the purpose and relationship between species management and collection plans
- collect, analyse and record data using approved animal keeping information systems
- work with others in implementing collection management.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional collection planning policies and procedures and other relevant policies and procedures, including OHS
- relevant federal and state or territory legislation
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to follow institutional policies and procedures
- ability to operate appropriate species-management databases
- ability to analyse information and write proposals
- ability to assist in developing in-house studbooks
- ability to interpret studbook data and run basic analyses
- ability to access technical advice
- ability to assist in maintaining section records
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; interpret studbook data; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors

• numeracy skills to complete arithmetic calculations and measure volumes

• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds

• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in assisting with collection management. One must also have access to the resources listed below that include:

• an appropriate captive animal workplace or an environment that reproduces normal work conditions

• equipment and / or resources normally used in the workplace

• animal keeping information systems and software

• institutional and regional collection plans

• species-management plans.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to assist with collection management must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large captive animal facilities in city, regional or rural areas and traditional or open-range type facilities.
What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By reviewing and updating collection management plans.

2. How can information be collected, analysed and organised (2)?
   By collecting, analysing and organising breeding data and inputting it into a database.

3. How are activities planned and organised (2)?
   By collecting, collating and interpreting collection management data.

4. How can teamwork (2) be applied?
   By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By analysing studbooks and breeding data.

6. How can problem-solving skills (2) be applied?
   By proposing species-management strategies.

7. How can the use of technology (2) be applied?
   By using electronic databases to access, analyse and record information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUVA3405A  Develop an institutional husbandry manual

This unit of competency covers the process of researching, consulting with others and writing an institutional husbandry manual for a particular species. It also requires one to regularly update and maintain the manual to ensure its currency and relevancy.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Write an institutional husbandry manual</td>
</tr>
<tr>
<td>1.1</td>
<td>The need for a husbandry manual and additional notes is agreed upon in consultation with supervisors.</td>
</tr>
<tr>
<td>1.2</td>
<td>Information relevant to the species to be included or referenced in the manual is researched.</td>
</tr>
<tr>
<td>1.3</td>
<td>Draft of the manual is prepared in accordance with institutional policies and procedures and occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td>1.4</td>
<td>The draft of the manual is circulated within the institution for comment and revised accordingly.</td>
</tr>
<tr>
<td>1.5</td>
<td>The final document is produced and distributed in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Review and maintain institutional husbandry manuals</td>
</tr>
<tr>
<td>2.1</td>
<td>Information in animal husbandry manuals is monitored for accuracy, relevancy and currency.</td>
</tr>
<tr>
<td>2.2</td>
<td>Manuals are updated and improved in consultation with relevant personnel.</td>
</tr>
<tr>
<td>2.3</td>
<td>New information to be included in manuals is disseminated to staff.</td>
</tr>
</tbody>
</table>
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What is a husbandry manual?

A husbandry manual includes any information necessary to maintain, display and breed a species in captivity. It should encourage readers to access additional information by referencing published data.

What information may be researched?

Information researched may include taxonomy, natural history, housing requirements, handling and transport, general husbandry, health requirements, behaviour, feeding requirements, breeding, artificial incubation and/or the rearing of the animal group, equipment and suppliers’ lists and relevant references.

What type of OHS issues would be relevant in this context?

Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

Keyboard work can cause injury unless the operator is aware of ergonomic issues and the importance of adequate lighting, heating and ventilation. Regular breaks from the keyboard should be taken to avoid injury.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- research, collate and analyse information relating to a particular species
- discuss and collaborate with team members on the development and maintenance of the manual.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant federal and state or territory legislation
- regional and institutional collection plans and policies
- genetic principles for the management of captive animal populations
- species stocking policy
- database programs for record keeping
- report formats for husbandry manuals
- research methods and facilities.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to follow institutional policies and procedures
- ability to operate appropriate species-management databases
- ability to use word processing programs
- research and analysis skills
- ability to write a husbandry manual following standard format and citation procedures
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; interpret data; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
- numeracy skills to complete arithmetic calculations
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *developing an institutional husbandry manual*. One **must** also have access to the resources listed below that include:

- an appropriate captive animal workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- institutional policies and procedures
- relevant federal and state or territory legislation
- research facilities
- regional and institutional collection policies and plans
- database programs
- report formats for husbandry manuals.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *develop an institutional husbandry manual* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large captive animal facilities in city, regional or rural areas and traditional or open-range type facilities.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace or a situation that reproduces normal work conditions.
There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By writing a husbandry manual.

2. How can information be collected, analysed and organised (3)?
   By researching, analysing data and presenting a coherent and easy to read husbandry manual.

3. How are activities planned and organised (2)?
   By collecting, collating and interpreting data.

4. How can teamwork (2) be applied?
   By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By presenting data using a variety of graphs and tables.

6. How can problem-solving skills (2) be applied?
   By identifying best husbandry practices within the manual.

7. How can the use of technology (2) be applied?
   By using electronic databases and the Internet to access information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3406A Prepare and maintain animal housing

This unit of competency covers the process of determining housing that meets the behavioural and physical requirements of a particular animal species. It also includes the preparation, cleaning and routine maintenance required to maintain the appearance of an enclosure.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine housing appropriate to a particular species</td>
</tr>
<tr>
<td></td>
<td>1.1 Behavioural and physical requirements of the species being housed are identified.</td>
</tr>
<tr>
<td></td>
<td>1.2 Animal enclosures appropriate for specific species are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Enclosure furniture requirements for the species are identified and assessed for their impact on animals and their conformance with OHS requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Maintain enclosure security</td>
</tr>
<tr>
<td></td>
<td>2.1 Enclosures are entered and exited in a safe and secure manner.</td>
</tr>
<tr>
<td></td>
<td>2.2 Species stock is counted and recorded in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Enclosure mechanisms and temporary housing are used safely and correctly.</td>
</tr>
<tr>
<td></td>
<td>2.4 Areas requiring horticultural or maintenance attention are identified, classified and reported in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.5 The wellbeing of animals is managed whilst minor repairs to enclosures are identified and undertaken.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What is meant by <strong>behavioural and physical requirements</strong>?</th>
<th>Physical requirements may include separation of sexes if mating not wanted. Behavioural requirements may consider the needs of nocturnal animals, environments that replicate normal feeding behaviour and environments that stimulate the animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of <strong>animal enclosures</strong>?</td>
<td>Animal enclosures may include aviaries, paddocks, aquaria, habitat boxes, cages and walk through or closed off enclosures.</td>
</tr>
<tr>
<td>What requirements may apply to <strong>enclosure furniture</strong>?</td>
<td>Enclosure requirements may include shading, shelters and behavioural enrichment features such as furniture, vegetation, water features and landscaping.</td>
</tr>
<tr>
<td>What should be considered when <strong>assessing the impact</strong> of furniture?</td>
<td>Assessing the impact of furniture should include the safety of new materials (e.g. toxicity or splintering), the obstruction of animal movement or view, keeper access and furniture hardiness, attractiveness and compatibility.</td>
</tr>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.</td>
</tr>
</tbody>
</table>

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2.6 **Tools and equipment** are maintained in accordance with institutional policies and procedures and manufacturers’ requirements.

3 **Maintain enclosure hygiene and appearance**

3.1 **Cleaning regime** for a section is prepared and implemented.

3.2 Enclosures are cleaned with minimum disturbance to animals and in accordance with OHS requirements.

3.3 Enclosure furniture is collected and fitted in accordance with institutional policies and procedures and OHS requirements.
Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

### What is included in enclosure security?

Security may involve implementing security procedures such as locks and slides, checking for pests, maintaining structures in good order, identifying any enclosure faults that may result in escape, ensuring that animals are safe and secure in their enclosures and checking that there are no unauthorised people in the enclosure.

### How may stock be counted?

Flushing paddocks, positive count and correlation to records.

### How may repairs be classified?

Major urgent repairs may include repairs to holes in wire, roof or doors; faulty locks; broken windows; and landscaping concerns.

Minor repairs may include repairing signs or taps and replacing plants.

### What are examples of tools and equipment?

Tools and equipment may include rakes, spades, secateurs, wheelbarrows and cleaning agents.

### What is included in a cleaning regime?

A cleaning regime may include the sequence of cleaning events, time to perform them, equipment and cleaning agents to be used, which chemicals cannot be used with certain animals, the importance of odour for some species, the behavioural needs of animals and their impact on the cleaning routine and the safety of self and animals.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify housing requirements, in consultation with others, appropriate to species from at least two of the six major animal groups
- maintain enclosure security
- prepare and implement cleaning regimes.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant legislation
- protocols for hazard identification and risk minimisation
- principles of enclosure landscaping and horticulture, including basic working knowledge of exhibit plants and weeds
- principles and protocols for enclosure or exhibit design, including aesthetics, function and the effects of introduced fixtures and features
- educational and interpretive functions of enclosures
- situations requiring knots and lashings
- materials for knots and lashings
- specialist enclosures for different animals
- use of different cleaning compounds.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to design and implement a cleaning regime
- ability to identify and prioritise repairs
- ability to complete minor repairs
- ability to maintain tools and equipment in accordance with manufacturers’ specifications
- ability to use knots and lashings
- ability to use tie wire and cable ties effectively and safely
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of tasks
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
• numeracy skills to complete arithmetic calculations and measure volumes
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in preparing and maintaining animal housing. One must also have access to the resources listed below that include:

• an appropriate captive animal workplace
• equipment and / or resources normally used in the workplace
• institutional policies and procedures
• range of animal housing and temporary housing
• materials and equipment for maintaining and cleaning animal housing
• enclosure furniture.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to prepare and maintain animal housing must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.
What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   Through discussion with supervisors and team members about daily routines and repair schedules.

2. How can information be collected, analysed and organised (2)?
   By assessing the needs of animals based on the analysis of a range of information.

3. How are activities planned and organised (3)?
   By designing and implementing a cleaning regime.

4. How can teamwork (2) be applied?
   By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (1) be applied?
   By counting stock and using arithmetic calculations for daily tasks.

6. How can problem-solving skills (2) be applied?
   By assisting in providing enclosures that meet the behavioural and physical requirements of animals.

7. How can the use of technology (2) be applied?
   By using electronic databases and the Internet to access information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUJV3407A Maintain exhibits and assist with their design
RUV3407A Maintain exhibits and assist with their design

This unit of competency covers the process of assisting with the design and development of exhibit and enclosure proposals. It also requires the daily maintenance of enclosures and exhibits, including pest detection and control.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assist with enclosure and exhibit design and renovation</td>
</tr>
<tr>
<td></td>
<td>1.1 Enclosure and exhibit development and renovation proposals are initiated.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Hazards</strong> for animals and keepers are identified and <strong>occupational health and safety</strong> (OHS) strategies are implemented to minimise risks.</td>
</tr>
<tr>
<td></td>
<td>1.3 Contributions are made as required to <strong>concept briefs</strong> for the design or renovation of enclosures and exhibits.</td>
</tr>
<tr>
<td>2</td>
<td>Maintain enclosures and exhibits on a daily basis</td>
</tr>
<tr>
<td></td>
<td>2.1 <strong>Aesthetic qualities of enclosures and exhibits</strong> are maintained in accordance with institutional policies and requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Enclosure <strong>furniture</strong> is collected and fitted in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Horticultural landscaping and / or maintenance of enclosures and exhibits are provided as required and in accordance with the institutional philosophy for exhibiting animals.</td>
</tr>
<tr>
<td>3</td>
<td>Detect and control pests</td>
</tr>
<tr>
<td></td>
<td>3.1 <strong>Pests</strong> are detected and appropriate <strong>control procedures</strong> are identified in accordance with OHS and institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Environmentally safe and effective <strong>methods</strong> for eliminating pests are implemented.</td>
</tr>
</tbody>
</table>
3.3 Logbook of pest control procedures is maintained and stored in accordance with institutional policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

Which hazards may be relevant in this context? Hazards may include landscaping issues and damaged enclosure furniture, trees, locks and other equipment.

What type of OHS issues would be relevant in this context? Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

The use of power tools and equipment, including their use in difficult areas and above ground, requires extra care to ensure safe work practices are maintained.

Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

What is a concept brief? A concept brief may include evaluation of exhibit performance, research, basic technical drawings and detailed work plans and costings for the new or renovated enclosures or exhibits.

What is meant by aesthetic qualities of enclosures and exhibits? Aesthetic qualities may include maintaining the overall appearance of the exhibit and its features, keeping viewing areas clean and removing litter.

What are examples of exhibit furniture? Exhibit furniture may include logs, rails, perches, rocks or mock rocks, shelves, branches and trees.

Which pests may be relevant in this context? Pests may include rodents, wild birds, free ranging animals, possums, cats, dogs, foxes and invertebrates.

Which control procedures may be used? Control procedures may include environment modification and mechanical and chemical control.
<table>
<thead>
<tr>
<th><strong>Evidence Guide</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the critical aspects of evidence required for this unit of competency as a whole?</strong></td>
</tr>
<tr>
<td>The critical requirements that are valuable for this unit of competency as a whole are listed below.</td>
</tr>
<tr>
<td>Assessment must confirm one’s ability to:</td>
</tr>
<tr>
<td>• initiate and follow up on the development of new enclosures and exhibits or the renovation of existing ones</td>
</tr>
<tr>
<td>• work with others on concept proposals for the design or renovation of enclosures and exhibits</td>
</tr>
<tr>
<td>• maintain enclosures and exhibits on a daily basis.</td>
</tr>
</tbody>
</table>

| **What specific knowledge is needed to achieve the performance criteria?** |
| Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include: |
| • institutional policies and procedures, including OHS |
| • relevant legislation and standards |
| • protocols for hazard identification and risk minimisation |
| • principles of naturalistic landscaping for enclosures and exhibits |
| • environmental enrichment |
| • the institution’s mission statement |
| • exhibit maintenance requirements |
| • pest identification and associated risks and controls |
| • animal biology and husbandry requirements relevant to enclosures and exhibits. |

| **What specific skills are needed to achieve the performance criteria?** |
| To achieve the performance criteria, some complementary skills are required. These skills include: |
| • ability to implement institutional policies and procedures |

Which pest control **methods** may be applied? | Methods may include trapping, using one-way exit traps, restricting conditions that favour pests, dusting for external parasites, using baits, removing substances from food and water, monitoring activity of pests and introducing another animal to trap vermin.
• ability to maintain enclosures and exhibits
• ability to implement pest control strategies
• ability to assist in the preparation of concept briefs
• ability to read, interpret and prepare basic technical drawings
• literacy skills to read and implement institutional policies and procedures, including OHS; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with supervisors
• numeracy skills to complete mathematical calculations relating to designing new enclosures and exhibits
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• problem-solving skills to use available resources and schedule maintenance activities.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in maintaining exhibits and assisting with their design. One must also have access to the resources listed below that include:

• an appropriate captive animal workplace
• equipment and / or resources normally used in the workplace
• a range of exhibits and enclosures
• concept briefs for new or renovated enclosures and exhibits
• institutional policies and procedures
• equipment, tools and materials for maintaining exhibits
• pest control procedures and methods.
What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to maintain exhibits and assist with their design must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and theme park environments.

What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   Through discussion with supervisors and team members about maintaining enclosures and exhibits on a daily basis.

2. How can information be collected, analysed and organised (2)?
   By collecting and analysing information and incorporating it into a proposal.

3. How are activities planned and organised (3)?
   By organising information into work schedules and daily reports.

4. How can teamwork (2) be applied?
   By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By creating technical drawings of new enclosures and exhibits.

6. How can problem-solving skills (2) be applied?
   By providing enclosures that meet the behavioural and physical requirements of animals.
7 How can the use of technology (2) be applied? By using electronic databases and the Internet to access information.

Are there other units of competency that could be assessed with this one?
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUVE3406A Prepare and maintain animal housing
RUV3408A Prepare animal diets and monitor feeding

This unit of competency covers the process of preparing and presenting food to animals from at least four of the six major animal groups. It includes knowledge of types of foods and the impact of toxic plants and substances on animals, maintenance of food quality and preparation of food animals.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintain food quality and hygiene standards</td>
</tr>
<tr>
<td></td>
<td><strong>1.1</strong> Food is labelled, stored and prepared under optimal conditions.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong> Food preparation equipment and surfaces are cleaned and sanitised in accordance with occupational health and safety (OHS) policies and procedures and hygiene protocols.</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong> Food preparation and cleaning equipment is cared for and maintained in good working order.</td>
</tr>
<tr>
<td>2</td>
<td>Prepare diets and feeding strategies</td>
</tr>
<tr>
<td></td>
<td><strong>2.1</strong> Major animal groups are classified and the nutritive requirements of particular animals are identified.</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong> Dietary changes and requirements are determined in consultation with supervisors and / or other staff.</td>
</tr>
<tr>
<td></td>
<td><strong>2.3</strong> Feeding strategies and methods are devised to maximise activity and behavioural enrichment.</td>
</tr>
<tr>
<td></td>
<td><strong>2.4</strong> Toxic or otherwise hazardous items in animal feed or enclosures are identified and reported to supervisors.</td>
</tr>
<tr>
<td>3</td>
<td>Breed and euthanase food animals</td>
</tr>
<tr>
<td></td>
<td><strong>3.1</strong> Environment required for food animals to breed is prepared.</td>
</tr>
</tbody>
</table>
3.2 **Breeding information** is recorded in accordance with institutional policies and procedures.

3.3 Required food animals are humanely euthanased in accordance with institutional policies and procedures.

3.4 **Equipment and tools** used to prepare food animals are maintained in accordance with institutional policies and procedures.

<table>
<thead>
<tr>
<th>4 Feed animals</th>
<th>4.1 Food is prepared safely and presented in accordance with different species’ requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2 Diets for <strong>young</strong> and artificially reared <strong>animals</strong> are prepared.</td>
</tr>
<tr>
<td></td>
<td>4.3 Animals are fed safely using appropriate methods and <strong>equipment</strong>.</td>
</tr>
<tr>
<td></td>
<td>4.4 Food consumption is monitored and recorded in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be included in <strong>food</strong>?</th>
<th>Food may include cereal products, seeds, meat and fish, food animals, fruit and vegetables, formulae, activity foods, additives and supplements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may food be <strong>stored</strong>?</td>
<td>Storage may include refrigerators, freezers, haysheds and dry areas such as pantries and airtight containers.</td>
</tr>
<tr>
<td>What is meant by <strong>optimal conditions</strong>?</td>
<td>Optimal conditions may include minimum temperature for safe cold storage and minimum temperature and time for defrosting frozen food. The temperature of food may affect palatability or digestion factors.</td>
</tr>
<tr>
<td>What are examples of <strong>food preparation equipment and surfaces</strong>?</td>
<td>Food preparation equipment may include knives, slicers, cleavers, saws, pots, pans, dishes, containers, chopping boards and garbage bins. Surfaces may include walls, floors, shelves, benches and work surfaces, ovens, cooking equipment and appliances, refrigerators, freezers, cool rooms, store rooms, cupboards and extraction fans.</td>
</tr>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.</td>
</tr>
</tbody>
</table>

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RUV04 Animal Care & Management Training Package  
Version 1 to be reviewed by 27 February 2007
Safe work practices are used in packaging and handling loads, including animals and handling equipment such as sharp knives and mincers. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

<table>
<thead>
<tr>
<th>How may animals be classified in a feeding context?</th>
<th>Animals may be classified as carnivores, herbivores, omnivores, frugivores, folivores, insectivores, nectivores and piscivores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may the nutritive requirements of animals differ?</td>
<td>Nutritive requirements may differ depending on the physiology of the particular animal, seasonal factors, the natural habitat of the selected species, its age and life stage.</td>
</tr>
<tr>
<td>Why may dietary changes be required?</td>
<td>Dietary changes may be required because of illness, lactose intolerance, vitamin and mineral deficiencies, poor eating, stress, obesity, loss of body condition, dental prophylaxis, stage of reproduction and changes in the amount and quality of foodstuffs available.</td>
</tr>
<tr>
<td>What may be included in feeding strategies and methods?</td>
<td>Feeding strategies will need to take account of the behavioural needs of particular animal groups. Feeding methods may include feeding by hand, by using equipment to hold food, by slow release feeding mechanisms or by the use of browse, hiding food, broadcast and activity feeding.</td>
</tr>
<tr>
<td>What may be regarded as toxic or hazardous items?</td>
<td>Toxic items may include plants, substances and articles such as items thrown into enclosures by the public and harmful exhibit items.</td>
</tr>
<tr>
<td>What type of environments may food animals require?</td>
<td>Environments required may include suitable or secure breeding areas, and appropriate light regimes, temperature, humidity and amounts of food and water. Environments may include rose bushes for aphids, soil for earthworms and bricks, tiles and wood for slaters and snails.</td>
</tr>
<tr>
<td>What are examples of food animals?</td>
<td>Food animals may include mealworms, earthworms, mud guppies, maggots, cockroaches, fly pupae, crickets, mice, rats or animals from outside sources such as chick hatcheries and animal houses.</td>
</tr>
</tbody>
</table>
What sort of **breeding information** may be kept for food animals? | Information may include breeding performance, gestation dates, mating records, age, maturity and sex.  

Which **equipment and tools** may be used with food animals? | Equipment and tools may include euthanasia equipment, water heaters and refrigerators.  

What may be involved in **preparing** food? | Preparation may include carcass preparation; weighing, mixing and measuring foodstuffs; and the recognition and rejection of food of inappropriate quality.  

How may food be prepared for **young animals**? | Food preparation may include mixing formulae, adding food supplements and blending foodstuffs.  

Which **equipment** may be used for feeding? | Equipment may include crop needles, tubes, tongs, puzzle feeders and bowls.  

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

- develop diets in consultation with others
- prepare and present food for at least four of the six major animal groups
- maintain food quality, storage and hygiene standards.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS, hygiene and animal ethics
- relevant legislation
- protocols for hazard identification and risk minimisation
- waste management and disposal procedures and practices
- principles of nutrition
- animal groups and their natural diets
- basic animal anatomy, physiology and nutritional requirements
- life and breeding cycles of common food animals
• methods for the humane euthanasia of food animals
• use of food supplements and formulae
• optimal storage conditions for different foodstuffs
• diets and their role in growth rates, reproductive performance and health
• common dietary problems
• toxic plants and substances, including factors affecting toxicity, their control and protocols for suspected poisoning
• feeding methods and equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

• ability to apply institutional policies and procedures
• ability to use and store cleaning agents and chemicals correctly and safely
• ability to use and disinfect food preparation utensils and equipment
• ability to use a variety of feeding techniques
• ability to breed, prepare and kill food animals
• literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow dietary instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
• numeracy skills to complete arithmetic calculations, weigh and measure foodstuffs and mix formulae
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *preparing animal diets and monitoring feeding*. One **must** also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- wide range of food types and supplements
- food storage facilities
- food preparation areas and equipment
- facilities and equipment to breed and euthanase food animals
- cleaning agents, materials and equipment
- institutional policies and procedures including OHS, hygiene and animal welfare.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *prepare animal diets and monitor feeding* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? Through discussion with supervisors and team members about daily routines and feeding methods.

2. How can information be collected, analysed and organised (2)? By assessing the nutritional needs of animals based on the analysis of a range of information.

3. How are activities planned and organised (2)? By preparing and monitoring diets for a range of animals.

4. How can teamwork (2) be applied? By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (2) be applied? By calculating feed amounts based on dietary plans.

6. How can problem-solving skills (2) be applied? By developing diets that meet animals’ particular nutritional requirements.

7. How can the use of technology (2) be applied? By using electronic databases and the Internet to access information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3409A Monitor and maintain animal health

This unit of competency covers the process of monitoring illness or abnormal behaviour in animals, collecting pathology samples and administering authorised animal treatments. It also includes maintaining a quarantine area and implementing safe and hygienic work practices.

The unit is aimed at keepers with one to three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follow effective personal health management practices</td>
</tr>
<tr>
<td></td>
<td>1.1 Personal hygiene and cleanliness standards are maintained in accordance with occupational health and safety (OHS) and institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Disease agents and their impact on animals are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Work practices are implemented to protect oneself from, and minimise the spread of, zoonotic diseases.</td>
</tr>
<tr>
<td>2</td>
<td>Identify healthy animals and report signs of illness or abnormal behaviour</td>
</tr>
<tr>
<td></td>
<td>2.1 Healthy animals are identified and information is recorded in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.2 Signs of illness or injury are recognised and reported to supervisors.</td>
</tr>
<tr>
<td></td>
<td>2.3 Abnormal animal behaviour and conditions are recognised and reported to supervisors.</td>
</tr>
<tr>
<td></td>
<td>2.4 Samples are collected correctly and recorded as directed in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>3</td>
<td>Administer animal treatments</td>
</tr>
<tr>
<td></td>
<td>3.1 Broad categories of parasitic infestations are identified.</td>
</tr>
</tbody>
</table>
3.2 Authorised animal treatments are administered under supervision and dosages are recorded in accordance with institutional policies and procedures.

3.3 Preventative medicine programs for internal and external parasites are implemented under supervision.

3.4 Appropriate storage of treatments is identified and used in accordance with institutional policies and procedures.

4 Prepare and maintain a quarantine area

4.1 Quarantine areas are prepared and maintained in accordance with quarantine protocols.

4.2 Animals requiring quarantine are identified and isolated.

4.3 Quarantine records are maintained in accordance with institutional policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What type of OHS issues would be relevant in this context?

Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

The handling of chemicals and medical treatments requires extra care to ensure safe work practices are maintained.

Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. One should take responsibility for ensuring one’s vaccinations and tests are current.

Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of <strong>disease agents</strong>?</td>
<td>Infectious disease agents may include bacteria, virus, fungi and internal and external parasites. Non-infectious disease agents may include nutritional, neoplastic, physical trauma, chemical toxicities, allergies and genetic or metabolic agents.</td>
</tr>
<tr>
<td>What are examples of <strong>zoonotic diseases</strong>?</td>
<td>Zoonotic diseases may include endoparasites such as protozoa, toxoplasmins, bovine tuberculosis and different types of salmonella.</td>
</tr>
<tr>
<td>What are signs of <strong>illness or injury</strong>?</td>
<td>Illness or injury may include behavioural changes, discharges and changes in physical appearance, appetite, thirst or gait.</td>
</tr>
<tr>
<td>What may be regarded as <strong>abnormal animal behaviour</strong>?</td>
<td>Abnormal behaviour may include aggression or docility, vocalisation and behaviour beyond the animal’s normal range.</td>
</tr>
<tr>
<td>Which <strong>samples</strong> may be taken?</td>
<td>Samples must be collected without contamination and may include faeces, urine, swabs, milk, feathers and hair.</td>
</tr>
<tr>
<td>What are examples of <strong>parasitic infestations</strong>?</td>
<td>External parasites may include fleas, mites, lice, ticks, flies and midges.</td>
</tr>
<tr>
<td></td>
<td>Internal parasites may include strongyloides and nematodes.</td>
</tr>
<tr>
<td>How might <strong>animal treatments</strong> be administered?</td>
<td>Animal treatments might be administered by various means including tablets, liquids, pastes, topical applications, dressings, powders, rinses, sprays, oral dosing, food and water preparations and injectables.</td>
</tr>
<tr>
<td>What are examples of <strong>preventative medicine programs</strong>?</td>
<td>Preventative programs may include strategic worming, insect control, quarantine and routine faecal examination.</td>
</tr>
<tr>
<td>What is meant by appropriate storage?</td>
<td>Appropriate storage may include refrigerated storage, keeping at a specific temperature regime or keeping under lock and key.</td>
</tr>
<tr>
<td>What is meant by <strong>quarantine protocols</strong>?</td>
<td>Quarantine protocols may include the reasons for quarantine, the quarantine periods for various species and the procedures and hygiene standards applied.</td>
</tr>
<tr>
<td>What type of information may be included in <strong>quarantine records</strong>?</td>
<td>Quarantine records may include animal identification details such as species, time period for quarantine, observed animal behaviour and the diet and health of animals.</td>
</tr>
</tbody>
</table>
Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- practise effective animal health management, including the preparation and maintenance of a quarantine area
- identify good health, illness and abnormal behaviour in animals
- administer authorised animal treatments and implement preventative medicine programs.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS and hygiene standards
- relevant legislation
- protocols for hazard identification and risk minimisation
- normal animal behaviour for relevant species
- transmission of zoonotic diseases and work practices that minimise the risk of transmission
- the common symptoms in humans associated with the contraction of zoonoses
- transmission of diseases between animals and the signs and symptoms of disease
- specific signs of ill health and disease including integumentary, gastrointestinal, urinary-reproductive, musculo-skeletal and nervous systems
- broad knowledge of types of hazards associated with commonly used anaesthetics
- broad knowledge of delivery methods of commonly used anaesthetics.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to apply institutional policies and procedures
• ability to identify body areas for specimens from the major captive animal groups, using accepted terminology
• ability to identify obvious signs of illness
• ability to differentiate between critical and non-critical incidents
• ability to collect samples
• ability to prepare and maintain a quarantine area
• ability to recognise behaviours and conditions that could be indicative of possible animal health problems
• literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
• numeracy skills to complete arithmetic calculations and measure doses
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in monitoring and maintaining animal health. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- a range of animals typically found in the workplace
- institutional policies and procedures, including OHS and quarantine protocols
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What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to monitor and maintain animal health must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
   Through discussion with supervisors and team members about animal health and behaviour.

2 How can information be collected, analysed and organised (2)?
   By assessing the health needs of animals based on the analysis of a range of information.

3 How are activities planned and organised (2)?
   By developing and implementing animal treatments for a range of animals.
4 How can teamwork (2) be applied? By working with others on agreed tasks.

5 How can the use of mathematical ideas and techniques (2) be applied? By calculating dosages and administering treatments.

6 How can problem-solving skills (2) be applied? By preparing a quarantine area using available resources.

7 How can the use of technology (2) be applied? By using computer technology to process samples.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3410A Capture, restrain and assist in moving animals

This unit of competency covers the process of planning the capture and restraint of animals that may need rescue, using safe and humane handling practices. It also requires identifying the requirements for moving or transferring animals from one location to another.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan the capture and restraint of animals</td>
<td>1.1 <em>Species</em> of the animal to be captured is confirmed.</td>
</tr>
<tr>
<td></td>
<td>1.2 The capture and restraint of the animal are <strong>planned</strong> in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.3 The role of individuals involved in the process is allocated and confirmed.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Occupational health and safety (OHS) and emergency procedures</strong> relating to the procedure are reviewed and put into place.</td>
</tr>
<tr>
<td>2 Capture and restrain animals</td>
<td>2.1 Capture and restraint <em>equipment</em> is used in a <strong>safe and humane manner</strong>, using safe lifting techniques where appropriate.</td>
</tr>
<tr>
<td></td>
<td>2.2 <em>Assistance</em> is provided in administering medication to animals, under the supervision of a veterinarian.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animals are monitored carefully for stress and injury.</td>
</tr>
<tr>
<td></td>
<td>2.4 If relevant, dead animals are disposed of in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.5 Capture and restraint equipment is cleaned, maintained and stored in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>
2.6 Debriefing sessions are conducted with relevant personnel after an animal capture.

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Identify animal transportation requirements</td>
</tr>
<tr>
<td>3.1</td>
<td>Animals are <strong>prepared</strong> for transportation.</td>
</tr>
<tr>
<td>3.2</td>
<td><strong>Transport containers</strong> appropriate to the species are designed and selected.</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>Protocols and procedures</strong> for shipment or transfer, including animal welfare requirements, are followed under supervision.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>planning</strong> is required for capture and restraint?</td>
<td>Planning may include the choice of staff, including veterinary; time factors; safety issues, including those relating to the public and the team involved in the capture or restraint; equipment required; assessment of the impact of the capture or restraint on animals and / or group; climatic conditions; and contingency plans in the event of escape.</td>
</tr>
<tr>
<td>Which <strong>equipment</strong> may be used in capturing and restraining animals?</td>
<td>Equipment may include catch poles, nets, ropes, bags, visual barriers and anaesthetic agents.</td>
</tr>
<tr>
<td>Why may the animal <strong>species</strong> determine the capture technique used?</td>
<td>The capture technique used may depend on species’ characteristics such as flight or fight, aggressive nature, stress response, defence mechanisms and physiological attributes.</td>
</tr>
<tr>
<td>What type of <strong>OHS and emergency procedures</strong> would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals / drugs requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
</tbody>
</table>
Emergency procedures would relate to the potential escape of an animal or injury to an animal, other animals, staff and potentially the public.

<table>
<thead>
<tr>
<th>What is meant by capturing or restraining in a <strong>safe and humane manner</strong>?</th>
<th>This may include appropriately restraining the animal, using personal protective equipment, observing stress in the animal, allocating sufficient time to the process and conducting the capture or restraint out of the public’s view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may assistance be provided to the veterinarian?</td>
<td>Assistance may be provided by safely and securely restraining the animal, administering tranquilisers and/or sedatives and using chemical agents.</td>
</tr>
<tr>
<td>What preparation may be required prior to transportation?</td>
<td>Preparation may include building transport containers, conditioning the animal for transport and providing special dietary requirements.</td>
</tr>
<tr>
<td>What are examples of transport containers?</td>
<td>Transport containers may include transfer or crush cages, bags, padded containers, pouches and shipping boxes.</td>
</tr>
<tr>
<td>What might be included in transportation protocols and procedures?</td>
<td>Protocols and procedures might include International Air Transport Association (IATA) shipment requirements and protocols, container requirements, transportation methods, transportation standards for specific species and food and water requirements.</td>
</tr>
</tbody>
</table>

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- work with others to plan the safe capture and restraint of animals from at least two of the six major animal groups
- adhere to animal welfare requirements at all times when capturing, restraining and transporting animals
- move animals in accordance with established protocols and legislative requirements.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
relevant legislation, including animal welfare and ethics
principles of capture and restraint and associated behavioural and physiological aspects
the maintenance of capture and restraint equipment
emergency procedures
IATA shipment requirements and protocols
relevant quarantine requirements for the external shipment of animals.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to capture and restrain animals
- ability to use safe and humane animal handling techniques
- ability to assist in the administration of medication
- ability to design and identify transport containers appropriate to animals’ requirements
- ability to maintain capture and restraint tools and equipment and transport containers in accordance with manufacturers’ specifications
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
- numeracy skills to measure and build transport containers
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.
| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *capturing, restraining and assisting in moving animals*. One **must** also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- animals to capture and restrain from at least two of the six major animal groups
- institutional policies and procedures
- IATA shipment requirements and protocols
- capture and restraint materials and equipment
- transport containers. |
| --- | --- |
| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *capture, restrain and assist in moving animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments. |
| What considerations should there be for context of assessment? | Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   Through discussion with supervisors and team members about capture and restraint processes.

2. **How can information be collected, analysed and organised (2)?**
   By determining correct capture and restraint techniques based on the analysis of a range of information.

3. **How are activities planned and organised (3)?**
   By planning capture and restraint procedures.

4. **How can teamwork (2) be applied?**
   By working with others on agreed tasks.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   By using arithmetic calculations when assisting with the administration of medication.

6. **How can problem-solving skills (3) be applied?**
   By analysing the behavioural and physical requirements of animals and determining the best approach to captures.

7. **How can the use of technology (2) be applied?**
   By using electronic databases and the Internet to access information.

Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV3411A Care for young animals

This unit of competency covers the process of monitoring the general health and wellbeing of young animals. The animals may be either rescued native wildlife or captive animals being naturally or artificially reared.

The unit is aimed at keepers or carers with one to three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify and assist with animal care needs</td>
<td>1.1 Suitable environment for rearing young animals is prepared and maintained in accordance with occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Appropriate care program is developed to ensure the health and wellbeing of animals.</td>
</tr>
<tr>
<td></td>
<td>1.3 Assistance is provided in operating and maintaining controlled environments in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 Risks to animals associated with artificial rearing are identified and minimised.</td>
</tr>
<tr>
<td>2 Monitor health and nutrition requirements for young animals</td>
<td>2.1 Dietary and feeding requirements of young animals are prepared and stored in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.2 Growth and general condition of animals are monitored.</td>
</tr>
<tr>
<td></td>
<td>2.3 Weaning procedures are followed for nominated species where appropriate.</td>
</tr>
<tr>
<td></td>
<td>2.4 Pre-release activities are conducted under supervision where appropriate.</td>
</tr>
<tr>
<td></td>
<td>2.5 Records are kept in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a suitable environment?</td>
<td>Suitable environments may include consideration of appropriate housing for the mother, separation of the young from other animals or mate, simulated natural habitats, screening or privacy from the public, reduced noise or light and the appropriate level of barrier nursing.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals and drugs requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
<tr>
<td>What may be included in a care program?</td>
<td>A care program may include nutritional requirements, appropriate environment, teaching animals to catch their own food, providing socialisation opportunities with other animals and providing animals with materials to create their own living environment.</td>
</tr>
<tr>
<td>What may be included in a controlled environment?</td>
<td>A controlled environment may include incubators, humidicribs, heat pads, brooders, hospital cages, invertebrate breeding cages and food dictated by breeding and growth patterns.</td>
</tr>
<tr>
<td>What are the risks to animals during artificial rearing?</td>
<td>Risks to animals may include imprinting, lack of socialisation, acquisition of aberrant behaviours, aspiration, pneumonia and infection.</td>
</tr>
<tr>
<td>What may be included in growth and general condition monitoring?</td>
<td>Monitoring growth and general condition may include monitoring weight, body measurements, temperature and the appearance of the body or coat.</td>
</tr>
</tbody>
</table>
What is involved in **weaning**?

Weaning may include changing the diet, weaning from human contact and introducing alternative feeding strategies.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. 

Assessment must confirm one’s ability to:

- identify the needs of a range of young animals and provide appropriate environments and care programs
- assist in artificially rearing animals
- monitor the health and nutrition of young animals to ensure their overall growth and wellbeing
- prepare animals for release into a captive or native environment.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- strategies for maintaining hygiene standards
- relevant legislation
- working knowledge of anatomy and physiology of the six major animal groups
- normal and abnormal animal behaviour
- housing requirements for mothers and young, where relevant
- concepts of imprinting and socialisation
- feeding and husbandry requirements for artificially raised animals
- the range of risks to animals being artificially fed
- formula types for common species
- weaning management
- pre-release activities
- release strategies.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to provide suitable environments for young animals
- ability to handle safely and feed correctly young animals
- ability to wean animals and implement pre-release activities
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
- numeracy skills to complete arithmetic calculations and measure formulae
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in caring for young animals. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- a range of young animals
- institutional policies and procedures
- controlled environments for raising young animals
• dietary requirements, including feeding equipment for young animals
• equipment for pre-release strategies
• recording system for maintaining animal records.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *care for young animals* must be *transferable* to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the *key competencies*, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   Through discussion with supervisors and team members about animal nurturing requirements.

2. **How can information be collected, analysed and organised (2)?**
   By observing the development of young animals and recording information in accordance with institutional requirements.

3. **How are activities planned and organised (2)?**
   By developing and implementing feeding plans for young animals.

4. **How can teamwork (2) be applied?**
   By working with others on agreed tasks.
<table>
<thead>
<tr>
<th></th>
<th>How can the <strong>use of mathematical ideas and techniques</strong> (2) be applied?</th>
<th>By calculating feeding requirements and preparing formulae for young animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills</strong> (2) be applied?</td>
<td>By observing animal behaviour and providing a suitable environment to raise young animals.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> (2) be applied?</td>
<td>By using computer technology to record data collected.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3408A Prepare animal diets and monitor feeding
RUV3412A Monitor animal reproduction

This unit of competency covers the process of facilitating and monitoring reproduction needs in accordance with the institution’s breeding plan. The animals in the reproduction program may be either naturally or artificially reared.

The unit is aimed at keepers or carers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facilitate reproduction</td>
</tr>
<tr>
<td>1.1</td>
<td>Sexual behaviour, communication and signs in the male and female reproductive cycle are recognised and reported for the major animal groups.</td>
</tr>
<tr>
<td>1.2</td>
<td>Risks associated with potential aggressive animal behaviour are identified and monitored in accordance with occupational health and safety (OHS) and animal welfare requirements.</td>
</tr>
<tr>
<td>1.3</td>
<td>Conditions and environmental cues conducive to breeding are provided in accordance with institution’s breeding plan.</td>
</tr>
<tr>
<td>2</td>
<td>Monitor breeding animals during the period of reproduction</td>
</tr>
<tr>
<td>2.1</td>
<td>A suitable environment for breeding animals is provided in accordance with OHS requirements.</td>
</tr>
<tr>
<td>2.2</td>
<td>Requirements of breeding animals are provided and monitored in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>2.3</td>
<td>Relevant data is recorded so that successes can be replicated.</td>
</tr>
<tr>
<td>2.4</td>
<td>Changes to husbandry regimes are communicated to the team in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>3</td>
<td>Prepare and assist with birth or hatching</td>
</tr>
<tr>
<td>3.1</td>
<td>Suitable media are provided to assist with the birth or hatching.</td>
</tr>
</tbody>
</table>
3.2 Appropriate **monitoring** is provided to ensure the safe birth or hatching of young animals.

3.3 Post-birth or post-hatching **behavioural considerations** are assessed and managed.

3.4 Breeding outcomes are assessed and updates are recommended for inclusion in the institution’s breeding plan.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What types of **sexual behaviour** may be observed? | Sexual behaviour may include aggression between males, nesting, preening, courtship rituals and copulation. |
| Which forms of **communication** may be observed? | Communication may include specific breeding calls and olfactory signals. |
| What **signs** in the male and female reproductive cycle may be relevant? | Signs may include oestrus, parturition, puberty, metamorphosis in amphibians, fattening up and changes in dietary habits. |
| What are the **major animal groups**? | The major animal groups are mammals, birds, reptiles, amphibians, fish and invertebrates. |
| What are the **risks** associated with reproduction and who may be at risk? | Captive animals and facilities expose personnel to risks including bites, envenomation, kicks or scratches, zoonoses, release of infective agents (both animal and human) and chemical spillage. Risk of injury may occur to self, work colleagues, bystanders, members of the public and animals. |
| What type of **OHS** issues would be relevant in this context? | The handling of chemicals requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors. |
| Which **conditions** may be suitable for breeding? | Suitable conditions may include simulated natural habitat, dietary requirements, screening, privacy, reduced noise or light, temperature, humidity and photoperiod. |
What types of environmental cues may be required?

Suitable environmental cues may include changes in photoperiod, humidity, temperature and/or precipitation.

What may a suitable environment include?

Suitable environments may include consideration of appropriate housing for the mother, separation of the animal from other animals, simulated natural habitats, screening or privacy from the public and providing suitable media for fertilisation.

What may requirements include?

Requirements may include:

- Nutritional requirements including food supplements during egg development, pregnancy and lactation.
- Health requirements including specific medication and regular health checks.
- Behaviour requirements including physical, social and food-related enrichment.

Which data may be recorded?

Data may include environmental conditions and the introduction or separation of individuals.

What types of suitable media may be required?

Suitable media may include materials or substrates for nest building, egg laying and/or incubation.

What monitoring may be required?

Monitoring may include implementation of a 24-hour watch and checking egg viability.

What may post-birth and egg laying behavioural considerations include?

Post-birth and egg laying behavioural considerations may include the need to remove one or both parents, maintenance of a private and/or quiet environment and maintenance of the animal within a social group.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- provide environments conducive to reproduction in accordance with the institution’s breeding plan
- recognise reproductive processes in captive animals, including all behavioural, physical and physiological factors from the time prior to fertilisation through to birth or hatching of the young
- monitor and manage birth or hatching processes
- record and maintain accurate records.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS and hygiene standards
- institutional collection plan
- relevant legislation
- reproductive terminology
- behavioural changes in animals when pregnant, with young or when displaying territorial behaviour
- working knowledge of anatomy and physiology for the six major animal groups
- natural breeding behaviours and biology
- seasonality and non-seasonality of reproduction
- normal and abnormal animal behaviour
- housing requirements for mother and young, where relevant
- environmental processes that may influence breeding, birth and hatching
- factors that may interfere with breeding.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to recognise courtship, copulation, combat and signs of behavioural and physical changes associated with reproduction
- ability to provide suitable environments for breeding
- ability to monitor and respond to breeding animals’ requirements
- ability to prepare and maintain hatching and birthing requirements
• literacy skills to read and implement institutional policies and procedures, including OHS and waste management; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks

• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors

• numeracy skills to complete arithmetic calculations

• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds

• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in monitoring animal reproduction. One must also have access to the resources listed below that include:

• an appropriate captive animal workplace

• equipment and / or resources normally used in the workplace

• institutional policies and procedures, including collection and breeding plans

• breeding pairs and / or groups of animals for a range of species

• suitable breeding environments

• suitable media for birth and hatching

• record-keeping system.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.
The skills and knowledge required to monitor animal reproduction must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Process</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How can communication of ideas and information (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>Through discussion with supervisors and team members about animal breeding requirements.</td>
<td></td>
</tr>
<tr>
<td>2 How can information be collected, analysed and organised (2)?</td>
<td>2</td>
</tr>
<tr>
<td>By observing animal behaviour and reproductive processes and recording them in accordance with institutional requirements.</td>
<td></td>
</tr>
<tr>
<td>3 How are activities planned and organised (2)?</td>
<td>2</td>
</tr>
<tr>
<td>By developing and implementing management plans for breeding animals.</td>
<td></td>
</tr>
<tr>
<td>4 How can teamwork (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>By working with others on agreed tasks.</td>
<td></td>
</tr>
<tr>
<td>5 How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>By calculating and monitoring breeding cycles.</td>
<td></td>
</tr>
<tr>
<td>6 How can problem-solving skills (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>By observing animal sexual behaviour and providing a suitable environment for breeding.</td>
<td></td>
</tr>
<tr>
<td>7 How can the use of technology (2) be applied?</td>
<td>2</td>
</tr>
<tr>
<td>By using computer technology to record data collected.</td>
<td></td>
</tr>
</tbody>
</table>
Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3411A Care for young animals
RUVC413A  Condition animals

This unit of competency covers the process of providing husbandry care, making public presentations and conditioning animals in order to modify their behaviour. It requires formulating and demonstrating a conditioning plan based on operant conditioning techniques.

The unit is aimed at keepers or carers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop a conditioning plan</td>
</tr>
<tr>
<td>1.1</td>
<td>Range of desirable behaviours is identified for specific animals.</td>
</tr>
<tr>
<td>1.2</td>
<td>Behaviour to be trained is identified in consultation with the supervisor.</td>
</tr>
<tr>
<td>1.3</td>
<td>Appropriate positive reinforcement to be used for conditioning is identified.</td>
</tr>
<tr>
<td>1.4</td>
<td>A conditioned reinforcer is identified in consultation with the supervisor.</td>
</tr>
<tr>
<td>1.5</td>
<td>Conditioning plan is compiled in consultation with the supervisor and presented in accordance with occupational health and safety (OHS), animal welfare and institutional policies and procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Condition a behaviour</td>
</tr>
<tr>
<td>2.1</td>
<td>A conditioned reinforcer is established with the animal, under supervision of the training supervisor.</td>
</tr>
<tr>
<td>2.2</td>
<td>Approximations are demonstrated under supervision, to condition animal.</td>
</tr>
<tr>
<td>2.3</td>
<td>Behaviour under stimulus control is demonstrated in accordance with animal welfare and ethics requirements.</td>
</tr>
<tr>
<td>2.4</td>
<td>Documentation of the behaviour being conditioned is recorded in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>
3 Monitor and review a conditioning plan

<table>
<thead>
<tr>
<th>3.1 Conditioning plan’s short and long-term objectives are reviewed regularly in consultation with the supervisor and other relevant personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The plan is updated in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of <strong>desirable behaviour</strong>?</th>
<th>Desirable behaviour may relate to normal appetite, normal activity levels, social interaction, visual and vocal interaction and appropriate nocturnal behaviour. Undesirable behaviour may include inappropriate aggression, repetitive or stereotyped behaviour patterns, self-mutilation, poor appetite, restlessness, biting, kicking, hissing and vocalisation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of <strong>positive reinforcement</strong>?</td>
<td>Positive reinforcement may include primary reinforcers such as food and secondary reinforcers including touch, play, toys and verbal interaction.</td>
</tr>
<tr>
<td>What may <strong>conditioned reinforcers</strong> include?</td>
<td>A conditioned reinforcer may include something that the animal does not initially perceive as having reinforcing or rewarding value (e.g. a whistle or clicker) taking on a reinforcing value of its own when paired with a known reinforcer (e.g. food).</td>
</tr>
<tr>
<td>What is included in a <strong>conditioning plan</strong>?</td>
<td>A conditioning plan may include the animal’s profile, the behavioural goal and reasons for it, types of reinforcers to be used, tools required (e.g. target poles, stations and props), the number and type of sessions planned and the staff to be used.</td>
</tr>
<tr>
<td>What <strong>OHS</strong> requirements may have to be considered?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
</tbody>
</table>
What is meant by animal welfare? Animal welfare considers the psychological and physiological wellbeing of animals as paramount. An animal should be free from thirst, hunger, malnutrition, discomfort, pain, injury, fear and distress.

What is meant by approximations? Approximations may include the successive steps that a trainer will go through in order to condition a behaviour.

What does under stimulus control refer to? Under stimulus control refers to a behavioural response from a verbal and/or visual cue.

What type of things may be recorded? Items recorded at each session may include progress, problems encountered and solutions.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole? The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- formulate, in consultation with others, a conditioning plan that complies with OHS and animal welfare requirements
- apply principles of learning in relation to operant conditioning techniques
- apply positive reinforcement methods and use appropriate techniques and tools to condition behaviour
- keep accurate records.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant legislation
- terms used in conditioning animals
- anatomy and physiology of animals
- normal and abnormal animal behaviour and behaviour patterns
- behavioural needs including housing, feeding, enclosure maintenance and breeding
- principles of and reasons for animal learning and operant conditioning techniques
- principles of behaviour and environmental enrichment.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to handle animals safely
- ability to demonstrate operant conditioning techniques
- observation skills
- record-keeping and report writing skills
- literacy skills to read and implement institutional policies and procedures, including OHS; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with team members and supervisors
- numeracy skills to complete arithmetic calculations relating to resources for behavioural enrichment programs
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and develop animal enrichment programs.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *conditioning animals*. One **must** also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
suitably experienced supervisors and / or mentors
institutional policies and procedures, including OHS and animal welfare
animals for conditioning
materials and equipment for conditioning animals
record-keeping system.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to condition animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with exotic and domestic animals in small or large facilities in city, regional or rural areas, traditional or open-range zoos, mobile or theme park environments and free or protected contact situations.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
Through discussion with supervisors and team members about animal conditioning issues.

2 How can information be collected, analysed and organised (2)?
By observing, recording and organising animal behaviour in accordance with institutional needs.

3 How are activities planned and organised (3)?
By developing animal behavioural profiles and conditioning programs.
<table>
<thead>
<tr>
<th></th>
<th>How can <strong>teamwork</strong> (3) be applied?</th>
<th>By working with others to develop and implement conditioning plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How can the <strong>use of mathematical ideas and techniques</strong> (2) be applied?</td>
<td>By collating and documenting animal behaviour activity data.</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills</strong> (3) be applied?</td>
<td>By examining animal behaviour and designing appropriate conditioning programs.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> (2) be applied?</td>
<td>By using electronic databases to maintain records.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3414A Identify behavioural needs and implement improved husbandry
RUV3414A Identify behavioural needs and implement improved husbandry

This unit of competency covers the process of monitoring and identifying the individual, group and species-specific behaviour of animals in human care.

The unit is aimed at keepers with between one and three years experience who are expected to perform tasks under supervision.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Observe and record animal behaviour</td>
<td>1.1 Behaviour of individual animals and groups of animals is observed and recorded in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Observed behaviour is compared with known normal behavioural patterns for a range of species.</td>
</tr>
<tr>
<td></td>
<td>1.3 Strategies to encourage natural behaviour are identified and implemented.</td>
</tr>
<tr>
<td></td>
<td>1.4 Signs of stress in captive animals are recognised, recorded and possible stressors are determined.</td>
</tr>
<tr>
<td></td>
<td>1.5 Undesirable behaviour indicating less than optimum physical and behavioural wellbeing is reported to supervisors.</td>
</tr>
<tr>
<td>2 Assist with managing undesirable animal behaviour</td>
<td>2.1 Participation in the determination and implementation of a long-term strategy to manage undesirable behaviour is undertaken.</td>
</tr>
<tr>
<td></td>
<td>2.2 Short-term management of animals exhibiting undesirable behaviour is conducted.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animal welfare and occupational health and safety (OHS) requirements are complied with during behavioural management processes.</td>
</tr>
</tbody>
</table>
Implement enrichment programs

3.1 Behavioural and environmental needs of animals are identified, noting the species’ normal wild activity budget.

3.2 Husbandry regimes are modified to incorporate animal enrichment for nominated species and are implemented in accordance with institutional policies and procedures.

3.3 Programs are monitored and reviewed in consultation with supervisors and other staff.

3.4 Husbandry manuals are updated in accordance with institutional policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What may be considered normal behavioural patterns? | Normal behavioural patterns may include normal appetite, normal activity levels, social interaction, visual and vocal interaction and appropriate nocturnal behaviour. |
| What strategies may be relevant? | Strategies may relate to the enclosure or exhibit design, and social groupings. |
| What may be regarded as signs of stress and stressors? | Signs of stress may include trembling, withdrawal, poor appetite, docile behaviour and changes in animals’ normal physiology. Stressors may include environmental factors (e.g. temperature, shelter and noise), illness, pregnancy, breeding, presence of humans and / or other animals and social and territorial pressures. |
| What are examples of undesirable behaviour? | Undesirable behaviour may include inappropriate aggression, repetitive or stereotyped behaviour patterns, self-mutilation, poor appetite, restlessness, biting, kicking, hissing and vocalisation. |
| What is a long-term strategy? | A long-term strategy will document a number of behavioural management techniques to be used over a long period of time for an animal or group of animals. |
| What is meant by animal welfare? | Animal welfare considers the psychological and physiological wellbeing of animals as paramount. An animal should be free from thirst, hunger, malnutrition, discomfort, pain, injury, fear and distress. |
What OHS requirements may have to be considered?

Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

What may be included in animal enrichment programs?

Animal enrichment programs may include activities and facilities to enhance an animal’s physical and mental health and the captive animal visitor’s experience.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- observe and record normal and abnormal animal behaviour patterns
- assist others in the development of long-term behavioural management strategies
- implement short-term behavioural management and enrichment programs.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant legislation
- anatomy and physiology of animals
- normal and abnormal animal behaviour, behaviour patterns and environmental-enrichment activities
- behavioural needs including housing, feeding, enclosure maintenance and breeding.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to implement institutional policies and procedures</td>
<td>• ability to implement institutional policies and procedures</td>
</tr>
<tr>
<td>• ability to handle animals safely</td>
<td>• ability to handle animals safely</td>
</tr>
<tr>
<td>• observation skills</td>
<td>• observation skills</td>
</tr>
<tr>
<td>• record-keeping skills</td>
<td>• record-keeping skills</td>
</tr>
<tr>
<td>• behavioural management and enrichment techniques</td>
<td>• behavioural management and enrichment techniques</td>
</tr>
<tr>
<td>• literacy skills to read and implement institutional policies and procedures, including OHS; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks</td>
<td>• literacy skills to read and implement institutional policies and procedures, including OHS; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks</td>
</tr>
<tr>
<td>• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with supervisors</td>
<td>• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with supervisors</td>
</tr>
<tr>
<td>• numeracy skills to complete arithmetic calculations relating to resources for behavioural enrichment programs</td>
<td>• numeracy skills to complete arithmetic calculations relating to resources for behavioural enrichment programs</td>
</tr>
<tr>
<td>• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds</td>
<td>• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds</td>
</tr>
<tr>
<td>• problem-solving skills to use available resources and implement behavioural management programs.</td>
<td>• problem-solving skills to use available resources and implement behavioural management programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
<th>For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in identifying behavioural needs and implementing improved husbandry. One must also have access to the resources listed below that include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• an appropriate captive animal workplace</td>
<td>• an appropriate captive animal workplace</td>
</tr>
<tr>
<td>• equipment and / or resources normally used in the workplace</td>
<td>• equipment and / or resources normally used in the workplace</td>
</tr>
<tr>
<td>• animals living in a captive animal environment</td>
<td>• animals living in a captive animal environment</td>
</tr>
</tbody>
</table>
RUV3414A Identify behavioural needs and implement improved husbandry

- institutional policies and procedures, including OHS and animal welfare requirements
- materials and equipment for animal enrichment activities
- materials and equipment to enhance animal behavioural and environmental needs
- record-keeping system.

What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to identify behavioural needs and implement improved husbandry must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
Through discussion with supervisors and team members on animal behaviour issues.

2 How can information be collected, analysed and organised (2)?
By observing, recording and organising animal behaviour in accordance with institutional needs.

3 How are activities planned and organised (3)?
By implementing animal behavioural enrichment programs.
<table>
<thead>
<tr>
<th>4</th>
<th>How can <strong>teamwork (2)</strong> be applied?</th>
<th>By working with others on agreed tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How can the <strong>use of mathematical ideas and techniques (2)</strong> be applied?</td>
<td>By calculating resource requirements for specific animal enrichment programs.</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills (2)</strong> be applied?</td>
<td>By observing animal behaviour and contributing to appropriate enrichment or conditioning programs.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology (2)</strong> be applied?</td>
<td>By using electronic databases to maintain records.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV3501A  Provide advice on companion animal selection and general care

This unit of competency covers the process of providing advice to customers on the appropriate selection of companion animals, and on their housing, nutritional and other general care requirements. Companion animals can include animals from the six major animal groups (amphibians, birds, fish, invertebrates, reptiles and mammals).

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide information and advice on companion animal selection</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Interpersonal skills</strong> are used effectively to engage customers.</td>
</tr>
<tr>
<td>1.2</td>
<td><strong>Client profiles</strong> are developed during <strong>communication</strong> with customers.</td>
</tr>
<tr>
<td>1.3</td>
<td>Information is provided on the <strong>characteristics</strong> of different breeds and species of animals.</td>
</tr>
<tr>
<td>1.4</td>
<td>Advice is provided on the suitability of the selected animals to meet customers’ requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Advise on housing and environmental requirements</td>
</tr>
<tr>
<td>2.1</td>
<td>Appropriate housing and shelter requirements are discussed for the selected animals.</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Set up and maintenance of housing</strong> are explained and demonstrated if required.</td>
</tr>
<tr>
<td>2.3</td>
<td>Advice is provided on the introduction of animals to a new environment.</td>
</tr>
<tr>
<td>3</td>
<td>Advise on health and nutritional requirements</td>
</tr>
<tr>
<td>3.1</td>
<td>Animals’ <strong>environmental health requirements</strong> are discussed with customers.</td>
</tr>
<tr>
<td>3.2</td>
<td>Information is provided on <strong>recommended medical treatments</strong> for the selected animals.</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>Dietary requirements</strong> are explained for the selected animals.</td>
</tr>
<tr>
<td>3.4</td>
<td>Grooming requirements are explained for the selected animals.</td>
</tr>
</tbody>
</table>
Advise on additional products and services

4.1 **Accessories** are displayed and demonstrated in accordance with customer requirements.

4.2 **Additional equipment and related services** are discussed and demonstrated as required.

4.3 **Transportation** of animals is arranged or instructions are provided to customers.

Complete transactions

5.1 Sales of animals and products are completed in accordance with organisational policies and procedures.

5.2 **Legislative requirements** are complied with for the sale or transportation of the selected animals.

5.3 Records are maintained and customers are followed up in accordance with organisational policies and procedures.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What is meant by **interpersonal skills**?

Interpersonal skills may include communication skills that convey a professional business image and provide information and advice clearly and concisely. They may also include active listening and questioning skills to clarify and determine customer requirements.

What is meant by a **client profile**?

A client profile may include contact details, pet preferences, family structure and lifestyle, other animals the family may have, environment the animal will be living in and the reason for the client selecting a particular companion animal breed or species.

What forms of **communication** may take place?

Communication may include face to face, telephone, fax and email.

What is meant by **characteristics** of different breeds and species?

Characteristics may include temperament (e.g. aggressive, noisy, good with children, shy, quiet, requires companionship or playful); requires intensive exercise and / or grooming; heritable traits; medical conditions typical of the breed or species; breeding issues; training requirements; and natural predators.
### What is included in set up and maintenance of housing?
Set up of housing may include the set up of cages, enclosures, compounds, brooders, aviaries, reptile housing, habitat boxes and paddocks.

Maintenance may include checking security (e.g. locks, slides and bolts), heating, lighting systems and ventilation; securing and replacing enclosure furniture; checking for pests; regular cleaning; correct disposal of waste; and maintenance techniques relating to biological, mechanical and chemical water filtration systems.

### What are environmental health requirements?
Environmental health requirements may include the type of heating, lighting and ventilation; shelter; access to natural foods; access to drainage; and disposal of waste.

### What are included in recommended medical treatments?
Basic medical treatments may include worming, flea and parasite control and vaccinations.

### What are dietary requirements?
Dietary requirements may include formulae for young animals; cereal products, seeds, meat, fish, food animals, hay, fruit and vegetables; activity foods; vitamins and supplements; processed foods; water; and milk.

### What are included as accessories?
Accessories may include toys, leads, collars, feeding implements, enclosure furniture, literature, animal protective clothing and bedding.

### What additional equipment and related services are likely to be included?
Additional equipment and related services may include grooming and walking, repair and maintenance of equipment, veterinary facilities and obedience and training schools.

### What transportation may be required?
Transportation may include local, interstate or overseas travel to and from the companion animal facility and clients’ homes.

### What type of legislative requirements may need to be complied with?
Local council regulations (e.g. registration and microchipping), animal welfare requirements and environmental regulations.

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### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**
The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:
- engage customers effectively and advise on the suitability of a particular companion animal breed or species to meet their needs
- demonstrate a good knowledge of the housing, nutrition, environmental and general maintenance requirements of a range of companion animals
- demonstrate compliance with legislative requirements relating to the sale and transport of companion animals.

| What specific knowledge is needed to achieve the performance criteria? | Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
|                                                                 | • basic animal biology
|                                                                 | • species or breed nutritional requirements
|                                                                 | • common companion animal diseases and treatment strategies
|                                                                 | • species compatibility
|                                                                 | • general maintenance and cleaning of animal housing
|                                                                 | • relevant products and additional services
|                                                                 | • relevant legislative and environmental regulations
|                                                                 | • communication and sales techniques. |

| What specific skills are needed to achieve the performance criteria? | To achieve the performance criteria, some complementary skills are required. These skills include:
|                                                                 | • animal handling and restraint techniques
|                                                                 | • feeding techniques for a range of species
|                                                                 | • persuasion and sales techniques
|                                                                 | • ability to demonstrate the set up of animal housing and the general maintenance of equipment
|                                                                 | • ability to demonstrate the use of products and accessories
|                                                                 | • literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected |
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
- numeracy skills to complete arithmetic calculations
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing advice on companion animal selection and general care. One **must** also have access to the resources listed below that include:

- an appropriate companion animal workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- a range of companion animal breeds and species
- animal housing and equipment, including lighting and ventilation systems
- companion animal accessories
- foodstuffs and other nutritional requirements
- information on animals, products and caring for animals
- information on disease identification and treatment
- relevant legislation and sales documentation.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.
The skills and knowledge required to provide advice on companion animal selection and general care must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. This could include advice on different companion animals, products and care.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   - By discussing and clarifying customers’ needs to determine the appropriateness of the animal selected.

2. **How can information be collected, analysed and organised (2)?**
   - By recording customer requirements and analysing them against animal profiles.

3. **How are activities planned and organised (2)?**
   - By following a process once the animal is selected to ensure customers have all the necessary products and equipment to ensure a smooth transition to a home environment.

4. **How can teamwork (2) be applied?**
   - By consulting with other members of the work team to ensure customer satisfaction.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By measuring quantities and calculating volumes.

6. **How can problem-solving skills (2) be applied?**
   - By matching customers’ requirements to appropriate animals and helping customers understand technical information.

7. **How can the use of technology (2) be applied?**
   - By using the Internet to access information about an animal or product.
Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV3502A Provide advice on selection and care of aquatic animals

This unit of competency covers the process of providing advice to customers on the appropriate selection of aquatic animals including fish, amphibians and reptiles and on their housing, nutritional and other general care requirements.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide information and advice on aquatic animal selection</td>
</tr>
<tr>
<td></td>
<td>1.1 <strong>Interpersonal skills</strong> are used effectively to engage customers and identify their requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Information is provided on the level of care required by different species of aquatic animals.</td>
</tr>
<tr>
<td></td>
<td>1.3 Advice is provided on the suitability of selected species to meet customers’ requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Advise on housing for selected species</td>
</tr>
<tr>
<td></td>
<td>2.1 Suitable housing for species is discussed and selected.</td>
</tr>
<tr>
<td></td>
<td>2.2 <strong>Water features</strong> and landscaping requirements are identified and recommended to suit animals’ requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 <strong>Set up and maintenance of housing</strong> are explained and demonstrated as required.</td>
</tr>
<tr>
<td></td>
<td>2.4 Advice is provided on the introduction of animals to a new environment.</td>
</tr>
<tr>
<td>3</td>
<td>Advise on aquatic support systems</td>
</tr>
<tr>
<td></td>
<td>3.1 <strong>Systems</strong> are identified and demonstrated to customers.</td>
</tr>
<tr>
<td></td>
<td>3.2 Systems are evaluated and recommendations are made to customers.</td>
</tr>
<tr>
<td></td>
<td>3.3 <strong>Additional equipment and related services</strong> are discussed and demonstrated as required.</td>
</tr>
</tbody>
</table>
3.4 **Transportation** of animal and / or equipment is arranged and instructions are provided to customers.

4 Advise on health and nutritional requirements

4.1 Animals’ **environmental health requirements** are discussed with customers.

4.2 Information is provided on recommended **treatments and medications** for the selected animals.

4.3 **Dietary requirements** are explained and recommended for selected animals.

5 Complete aquatic animal sales transactions

5.1 Sales of animals and / or products and services are completed in accordance with organisational policies and procedures.

5.2 **Legislative requirements** are complied with for the sale or transportation of the selected animals.

5.3 Records are maintained and customers are followed up in accordance with organisational policies and procedures.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What is meant by **interpersonal skills**?

Interpersonal skills may include communication skills that convey a professional business image and provide information and advice clearly and concisely. They may also include active listening and questioning skills to clarify and determine customer requirements.

What may **care requirements** include?

Care requirements may include the size and type of housing or enclosure; special heating, lighting, filtration systems; food requirements; water quality; environmental issues; disposal of waste; the need for water features and plants; and legislative requirements including licensing.

What is included in **set up and maintenance of housing**?

Set up of housing may include the set up of aquaria, enclosures, reptile housing and habitat boxes.

Maintenance may include aquascaping; water testing; checking security (e.g. locks, slides and bolts), lighting, heating systems and ventilation; securing and replacing enclosure furniture; checking for pests; regular cleaning; correct disposal of waste; and maintenance techniques relating to biological, mechanical and chemical water filtration systems.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of <strong>water features</strong>?</td>
<td>Water features and landscaping may include shading, waterfalls, fountains and vegetation.</td>
</tr>
<tr>
<td>What is meant by <strong>new environment</strong>?</td>
<td>A new environment may include a different form of housing, interaction with other species and different lighting, ventilation and heating systems.</td>
</tr>
<tr>
<td>What <strong>systems</strong> are being referred to?</td>
<td>Systems may include:</td>
</tr>
<tr>
<td></td>
<td>Mechanical, chemical and biological filtration systems; energy requirements of pumping system and its suitability for aquaria selected; infrastructure, including seepage pits and permaculture; and advanced systems including ultraviolet (UV) and ozone.</td>
</tr>
<tr>
<td></td>
<td>Lighting systems including UV, fluorescent and incandescent</td>
</tr>
<tr>
<td></td>
<td>Heating systems including gas, electric and solar.</td>
</tr>
<tr>
<td>What criteria may be used to <strong>evaluate</strong> systems?</td>
<td>Evaluation of systems may include suitability for the species selected, location of system, energy requirements, cost, alternative systems, availability of spare parts, maintenance requirements and ease of operation.</td>
</tr>
<tr>
<td>What <strong>additional equipment and related services</strong> are likely to be included?</td>
<td>Additional equipment and related services may include feature lighting and plants; aquascape or enclosure furniture; feeding implements; literature; repair and maintenance of aquaria equipment, generators and pumps; automatic and manual cleaning systems; and cleaning agents and tools.</td>
</tr>
<tr>
<td>What <strong>transportation</strong> may be required?</td>
<td>Transportation may include local, interstate or overseas travel to and from the companion animal facility and clients’ homes.</td>
</tr>
<tr>
<td>What may be included as <strong>environmental health requirements</strong>?</td>
<td>Environmental health requirements may include the type of heating, lighting and ventilation; shelter; access to natural foods; access to drainage; and disposal of waste.</td>
</tr>
<tr>
<td>What may be included in <strong>treatments and medications</strong>?</td>
<td>Treatments may include pH correction, chlorine neutralisers and water stabilisers. Medications may include treatments for abnormalities including white spot, fungus, fin rot, external parasite, bloat, hole in the head, lateral line infection and bacterial and viral infections.</td>
</tr>
<tr>
<td>What are <strong>dietary requirements</strong>?</td>
<td>Dietary requirements may include specialist foods for young animals; meat, fish, food animals and vegetables; activity foods; processed foods; vitamins and supplements; and water.</td>
</tr>
</tbody>
</table>
What type of legislative requirements may need to be complied with?

Local council regulations (e.g. registration and licensing), animal welfare requirements and environmental regulations.

**Evidence Guide**

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- engage customers effectively and provide advice on the suitability of a particular aquatic animal to meet their needs
- demonstrate a good knowledge of the housing, nutrition, environmental and general maintenance requirements of a range of aquatic animals
- demonstrate compliance with legislative requirements relating to the sale and transport of aquatic animals.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- basic aquatic animal biology
- aquatic species nutritional requirements
- common aquatic animal diseases and treatment strategies
- species compatibility
- general maintenance and cleaning of aquaria
- relevant products and additional services
- relevant legislative and environmental regulations
- communication and sales techniques.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- aquatic animal handling and restraint techniques
- feeding techniques for a range of species
- persuasion and sales techniques
- ability to demonstrate set up of aquaria and general maintenance of equipment
ability to demonstrate use of products and aquatic animal accessories

literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected

oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor

numeracy skills required to complete arithmetic calculations

interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds

problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing advice on selection and care of aquatic animals. One must also have access to the resources listed below that include:

- an appropriate aquatic animal workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- a range of aquatic animals normally found in the workplace
- aquaria and maintenance equipment including filtration, lighting, heating and ventilation systems
- aquatic animal accessories
- foodstuffs and other nutritional requirements
- information on animals, products and caring for animals
- information on disease identification and treatment
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide advice on selection and care of aquatic animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. This could include advice on different aquatic animals, products and care.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an aquatic animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?

By discussing and clarifying customers’ needs to determine the appropriateness of the animal selected.

2 How can information be collected, analysed and organised (2)?

By recording the repair and maintenance of aquaria equipment in accordance with manufacturers’ requirements.

3 How are activities planned and organised (2)?

By following a process once an animal is selected to ensure customers have all necessary products and equipment so that the animal’s transition to a home environment is smooth.

4 How can teamwork (2) be applied?

By consulting with other members of the work team to ensure customer satisfaction.

- relevant legislation and sales documentation.
5 How can the use of mathematical ideas and techniques (2) be applied? By correctly measuring quantities including chemicals and volume of water.

6 How can problem-solving skills (2) be applied? By matching customer requirements to appropriate aquatic animals and helping customers understand technical information.

7 How can the use of technology (2) be applied? By using the Internet to access information about an animal or product.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3503A  Work effectively in the companion animal industry

This unit of competency covers the process of working effectively on an individual basis and with others within the companion animal industry. The industry may include pet shops, boarding kennels and catteries; companion animal training, grooming and/or breeding establishments; and mobile animal facilities.

Working effectively in the companion animal industry requires the ability to organise, prioritise and complete daily work activities, work ethically with animals, communicate effectively with clients and keep accurate records. It requires knowledge of relevant legislative and organisational requirements, animal welfare practices, occupational health and safety (OHS) policies and procedures and organisational record-keeping systems.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Organise and complete daily work activities</td>
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<tr>
<td>2</td>
<td>Work ethically with companion animals</td>
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<td></td>
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</tr>
</tbody>
</table>
2.3 Work with animals is performed in a humane manner that optimises animal health and welfare.

<table>
<thead>
<tr>
<th>3 Communicate effectively with clients</th>
<th>3.1 Clients’ needs are identified and responded to in accordance with organisational policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Communication with clients is conducted in a professional and courteous manner.</td>
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<tr>
<td></td>
<td>3.3 Questioning and active listening techniques are used to determine client requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Maintain companion animal records</th>
<th>4.1 Data is gathered and documented in accordance with organisational policies and procedures and task requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2 Data is recorded and maintained in the organisational record-keeping system.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What are examples of **organisational requirements**?

Organisational requirements may include:

- OHS
- organisational goals, objectives, plans, systems and processes
- relevant legislation
- quality and continuous improvement processes and standards
- client service standards
- emergency procedures
- duty of care, code of conduct and code of ethics
- records and information systems and processes
- communication channels and reporting procedures.

What are examples of **task requirements**?

Task requirements may include:

- instructions from supervisor or manager
- specific client requirements
- objectives and timeframes
- reporting and documentation
- work tasks and procedures.
### What are some examples of the **factors** that may affect work?

Factors that may affect work include:

- own ability to complete work (competency and skill level)
- competing work demands
- technology or equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors including time and weather
- lack of resource and materials
- budget constraints.

### What **organisational equipment** may be used in the context of this unit?

Equipment could include computers, printers, personal schedulers, fax machines, photocopiers and cash registers.

### What are examples of relevant **safe work practices**?

Safe work practices might include the use of personal protective clothing and equipment including safety goggles and glasses, protective masks, safety gloves, aprons, appropriate footwear and animal handling gauntlets.

Protocols for safe work practices include hazard identification and risk minimisation; the handling, use, storage, transport and disposal of chemicals; and the handling and disposal of biological wastes.

The handling of chemicals and medicines in the workplace requires extra care to ensure safe work practices are maintained.

Safe work practices include the packaging and handling of loads including animals and equipment. Appropriate safe handling techniques for the task are used to reduce muscle load on exertion.

Some workplaces may expose personnel to risks such as zoonoses, release of infective agents (both animal and human), chemical spillage and gas leakages.

### What are examples of **companion animals**?

Companion animals may include dogs, cats, birds, invertebrates (e.g. stick insects, spiders and beetles), small animals (e.g. rabbits, rodents, ferrets and cavies), aquaria and reptiles.

### What could be included in **legislative requirements**?

Legislative requirements may include the Pet Industry Joint Advisory Council codes of practice, companion animal legislation, local council regulations, microchipping, animal welfare legislation and National Parks and Wildlife Service legislation.
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- identify and handle animals in an ethical and humane manner
- comply with relevant legislation, regulations and codes of practice including animal welfare and OHS legislation
- communicate effectively with supervisor and follow task instructions to complete daily work activities
- build relationships and communicate effectively with clients
- gather, document, maintain and record companion animal records using organisational record-keeping systems
- prioritise work tasks including daily routines.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- legislation, regulations and codes of practice relevant to work task requirements
- organisational policies, procedures and requirements including OHS
- communication strategies including questioning and listening techniques
- basic principles of animal ethics and welfare
- animal handling techniques.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to handle and work with animals in an ethical manner that complies with welfare legislation and requirements
- ability to identify animals using common names
- ability to follow instructions
- ability to follow organisational policies, procedures and requirements
- ability to maintain companion animal records
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **working effectively in the companion animal industry**. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- organisational policies, procedures and requirements
- records and record-keeping systems
- clients, animals and supervisor
- work tasks

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.
The skills and knowledge required to work effectively in the companion animal industry must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. This could include work within different companion animal organisations.

<table>
<thead>
<tr>
<th>What considerations should there be for context of assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.</td>
</tr>
<tr>
<td>There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What processes should be applied to this unit of competency?</th>
</tr>
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<tbody>
<tr>
<td>There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.</td>
</tr>
</tbody>
</table>

| 1 | How can communication of ideas and information (1) be applied? | By discussing daily routines with supervisors and team members. |
| 2 | How can information be collected, analysed and organised (1)? | By maintaining workplace information and companion animal records. |
| 3 | How are activities planned and organised (1)? | By consulting with supervisors on daily tasks to be completed and prioritising own tasks. |
| 4 | How can teamwork (1) be applied? | By working with others on agreed tasks. |
| 5 | How can the use of mathematical ideas and techniques (1) be applied? | By calculating volumes and using simple arithmetic calculations for daily tasks. |
| 6 | How can problem-solving skills (1) be applied? | By recognising a workplace hazard. |
| 7 | How can the use of technology (1) be applied? | By using organisational record-keeping systems to record and maintain companion animal records. |

<table>
<thead>
<tr>
<th>Are there other units of competency that could be assessed with this one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.</td>
</tr>
</tbody>
</table>
RUV3504A  Monitor and maintain health of companion animals

This unit of competency covers the process of monitoring the general health and wellbeing of companion animals, including young animals and those with special needs. Special needs may include aged, sick or injured animals.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follow effective personal health management practices</td>
</tr>
<tr>
<td>1.1</td>
<td>Personal hygiene and cleanliness standards are maintained in accordance with occupational health and safety (OHS) and organisational policies and procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Animal diseases and their impact are identified.</td>
</tr>
<tr>
<td>1.3</td>
<td>Work practices are implemented to protect oneself against, and minimise the spread of, disease.</td>
</tr>
<tr>
<td>2</td>
<td>Monitor animal health needs</td>
</tr>
<tr>
<td>2.1</td>
<td>General health and wellbeing of animals are monitored closely.</td>
</tr>
<tr>
<td>2.2</td>
<td>Abnormal animal behaviour or condition is recognised and reported to supervisor.</td>
</tr>
<tr>
<td>2.3</td>
<td>Signs of illness or injury are recognised and reported to supervisor.</td>
</tr>
<tr>
<td>2.4</td>
<td>Sick or injured animals are separated from other animals and cared for in accordance with supervisor or veterinarian advice.</td>
</tr>
<tr>
<td>2.5</td>
<td>Health records are maintained as required in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>3</td>
<td>Administer animal treatments</td>
</tr>
<tr>
<td>3.1</td>
<td>Broad categories of parasitic infestations are identified.</td>
</tr>
<tr>
<td>3.2</td>
<td>Authorised animal treatments are administered as required under supervision.</td>
</tr>
</tbody>
</table>
3.3 Advice is sought on preventative medicine programs for external and internal parasites and appropriate programs are implemented as required under supervision.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What type of OHS procedures would be relevant in this context?</th>
<th>Animal care for companion animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals and drugs requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion. Companion animal facilities such as pet shops, aquaria and boarding kennels and catteries expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of animal diseases?</td>
<td>Infectious diseases might include bacteria, virus, fungi and internal and external parasites. Non-infectious diseases might include nutritional, genetic, metabolic, neoplastic, physical traumas, chemical toxicities and allergies.</td>
</tr>
<tr>
<td>What may be regarded as abnormal animal behaviour?</td>
<td>Abnormal animal behaviour may include aggression, docility, vocalisation, reaction to humans and behaviour beyond an animal’s normal range.</td>
</tr>
<tr>
<td>What are signs of illness or injury?</td>
<td>Signs of illness or injury may include behavioural changes, changes in physical appearance, discharges and changes in appetite, thirst or gait.</td>
</tr>
<tr>
<td>What are examples of parasitic infestations?</td>
<td>External parasites might include fleas, mites, lice, ticks, flies and midges. Internal parasites might include strongyloides and nematodes.</td>
</tr>
</tbody>
</table>
How might animal treatments be administered?

Animal treatments might be administered via tablets, liquids, pastes, topical applications, dressings, powders, rinses, sprays, worming, oral dosing, food and water preparations and injectables.

What are examples of preventative medicine programs?

Preventative programs may include strategic worming, insect control, quarantine and routine faecal examination.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- observe and monitor the health and general wellbeing of animals
- communicate effectively with clients and staff
- maintain a hygienic work environment
- administer animal treatments as directed
- create and maintain an appropriate environment to care for companion animals
- maintain accurate health records.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational policies and procedures, including OHS and hygiene standards
- relevant legislation
- working knowledge of male and female anatomy and physiology
- normal and abnormal animal behaviour
- concept of socialisation
- feeding and husbandry requirements for hand-reared animals
- protocols for hazard identification and risk minimisation
- transmission of diseases between animals
- signs and symptoms of disease and parasitic infestations
- disease development.
### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to apply organisational policies and procedures
- ability to identify obvious signs of illness
- ability to differentiate between critical and non-critical incidents
- ability to recognise behaviour or conditions that could be indicative of possible animal health problems
- literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow treatment instructions; and record accurately and legibly the information collected
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
- numeracy skills to complete arithmetic calculations and measure doses
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and to prioritise daily tasks.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **monitoring and maintaining the health of companion animals**. One **must** also have access to the resources listed below that include:

- an appropriate companion animal workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- access to a range of companion animal species and breeds
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to monitor and maintain the health of companion animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. This could include work within small and large city, regional, and rural pet shops, boarding kennels and catteries; companion animal training, grooming and / or breeding establishments; and mobile companion animal facilities.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   By discussing animal health and wellbeing issues with supervisor.

2. How can information be collected, analysed and organised (2)?
   By maintaining animal health records in accordance with organisational policies and procedures.

3. How are activities planned and organised (2)?
   Through planning a care program for animals with special needs.

4. How can teamwork (2) be applied?
   By working with others to achieve agreed outcomes.
5 How can the use of mathematical ideas and techniques (1) be applied?  
By administering animal treatments as directed.

6 How can problem-solving skills (2) be applied?  
By assessing animals’ specific needs and developing suitable care programs.

7 How can the use of technology (1) be applied?  
By using the Internet to research animal behaviour and health issues.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3411A Care for young animals
RUV3505A Provide enrichment for companion animals

This unit of competency covers the process of providing enrichment activities for companion animals in pet shops, boarding kennels and catteries and in dog and cat breeding establishments in accordance with organisational policies and strategies.

It involves observing and recording animal behaviour, implementing enrichment strategies for a range of animals and recording information. It requires knowledge of animal behaviour as well as a range of animal enrichment strategies.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this standard require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
</table>
| 1 Observe and record animal behaviour | 1.1 Behaviour of individual animals and groups of animals is observed and recorded.  
1.2 Behaviour outside normal behaviour patterns is observed and reported.  
1.3 Signs of stress are recognised and possible stress factors are determined and reported. |
| 2 Implement enrichment strategies | 2.1 Appropriate enrichment strategies are determined and applied in accordance with organisational policies and procedures.  
2.2 Animal welfare and occupational health and safety (OHS) requirements are followed.  
2.3 Appropriate physical, social and food-related enrichment strategies are implemented in accordance with organisational policies and procedures. |
| 3 Record enrichment information | 3.1 Records are compiled in accordance with organisational policies and procedures.  
3.2 Responses to enrichment are documented and reported. |
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What are animal **behaviour** characteristics? | Behavioural characteristics can vary according to the species, breed, age and sex of the animal, the time of the day or night and the breeding season. They may include feeding and foraging; fight or flight; comfort behaviours such as social, grooming, rest and play; aggression; pack leadership; and isolation. |
| What range of **enrichment strategies** might apply to this unit? | Physical enrichment items might include non-edible items that can be easily added or removed from the environment, such as: |
| | • toys (e.g. balls, bells, toys, puzzles and mirrors) |
| | • gnawing manipulada |
| | • climbing poles and scratching posts |
| | • nest building or bedding material including shredded paper, straw, substrate or wood shavings |
| | • perches, roosting shelves and nest boxes |
| | • hide boxes, tunnels and ladders. |
| Social enrichment might include levels of contact with other animals of the same species or breed. |
| Food or food-related enrichment might include giving animals opportunity to forage for food by hiding it in substrates. |
| What **animal welfare** requirements are applicable? | Animal welfare requirements could include adequate housing and levels of animal stock, compatibility of species and breeds, enrichment opportunities and absence of pests and vermin. |
| What are examples of relevant **OHS requirements**? | Safe work requirements may include the use of relevant personal protective clothing and equipment including safety goggles and glasses, protective masks and animal handling gauntlets; hazard identification and risk minimisation; appropriate procedures for the handling, use, storage, transport and disposal of chemicals; and appropriate procedures for the handling and disposal of biological wastes. |
| What **records** may be applicable? | Records relating to enrichment may include activities relating to the provision of physical, social and food-related strategies; the general appearance and condition of animals; and responses to enrichment strategies. |
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?
The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- observe, record and report animal behaviour and conditions, including signs of stress
- determine and apply appropriate enrichment strategies for animals
- implement appropriate physical, social and food-related enrichment
- comply with animal welfare and OHS requirements and organisational policies and procedures
- maintain accurate records.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- relevant organisational policies and procedures
- animal behaviour and condition characteristics
- animal welfare and OHS requirements
- physical, social and food-related enrichment strategies for animals.

What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to observe animal behaviour, condition and signs of stress
- ability to provide and implement enrichment strategies
- ability to handle and care for companion animals
- record-keeping and reporting skills
- literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected.
• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
• numeracy skills to complete arithmetic calculations
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing enrichment for companion animals. One must also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions
• equipment and resources normally used in the workplace
• physical and food-related enrichment materials
• sample enrichment strategies
• policies and procedures, regulations and legislation
• a range of companion animals.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide enrichment for companion animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. This could include work within different sized city, regional or rural organisations.
What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By discussing enrichment strategies with other team members and supervisor.

2. How can information be collected, analysed and organised (1)?
   By documenting information on enrichment according to organisational policies and procedures and obtaining information from team members and supervisor.

3. How are activities planned and organised (1)?
   By demonstrating a planned approach to the continual improvement and assessment of animals’ environment.

4. How can teamwork (1) be applied?
   By following and improving procedures for achieving enrichment.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By comparing and graphing data.

6. How can problem-solving skills (1) be applied?
   By assessing animal reactions or responses to enrichment strategies.

7. How can the use of technology (2) be applied?
   By using organisational systems to record enrichment activities.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
This unit of competency covers the process of capturing, handling and transporting companion animals to and from pet shops, boarding kennels and catteries or companion animal training, grooming and breeding establishments, mobile animal facilities and client residences. It is important that animals are handled in a safe and humane manner with a minimum of stress to the animal.

This unit of competency covers the process of capturing, handling and transporting companion animals. It is important that animals are handled in a safe, humane and ethical manner at all times.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Plan the capture and restraint of companion animals | 1.1 Animals are identified and **risks** are assessed in accordance with organisational policies and procedures.  
1.2 Appropriate **capture techniques and equipment** are selected and prepared for use.  
1.3 **Transport housing** is prepared as appropriate. |
| 2 Capture animals | 2.1 Animals are captured in a **safe and humane manner** and in accordance with **occupational health and safety** (OHS) and **emergency procedures**.  
2.2 Animals are handled correctly and monitored carefully for **stress** or injury.  
2.3 Animals are placed in transport housing and the housing is secured correctly. |
| 3 Prepare animals for movement | 3.1 Advice is provided to client on appropriate transport and **relocation procedures**.  
3.2 Documentation is completed as required and in accordance with legislative and organisational requirements. |
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What is meant by <strong>companion animals</strong>?</th>
<th>Companion animals are those kept domestically as pets and may include animals from any of the six major animal groups (fish, amphibians, reptiles, birds, mammals and invertebrates).</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of <strong>risk</strong> may have to be assessed?</td>
<td>Risks that might be assessed include escape, the safety of animals and people during the capture process, aggressive animal behaviour, and stress and injury to the target animal and / or other animals in close proximity.</td>
</tr>
</tbody>
</table>
| What types of **capture techniques and equipment** may be used? | Techniques may include the use of a hood, separation from a group, enticement devices, lassoing and herding.  
Equipment may include catch poles, nets, ropes, bags, visual barriers, leads, chains, collars and head halters. |
| What types of **transport housing** may be prepared? | Transport housing may include transfer or crush cages, bags, padded containers, pouches and containers suitable for holding water. The strength, comfort and material selected for transport housing should be appropriate to animals’ requirements. |
| What is meant by a **safe and humane manner**? | This may include appropriate use of restraints for animals, correct use of personal protective equipment (PPE), observing stress to the animal, allocating sufficient time to the process and considering animals’ welfare at all times. |
| What type of **OHS and emergency procedures** would be relevant in this context? | Animal care for companion animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.  
The handling of chemicals and drugs requires extra care to ensure safe work practices are maintained.  
Safe work practices are used in packaging and handling loads including animals and equipment.  
Appropriate safe handling techniques are used to reduce muscle load on exertion. |
Companion animal facilities such as pet shops, aquaria and boarding kennels and catteries expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, PPE and seeking advice from supervisor.

Emergency procedures would relate to the potential escape of an animal or injury to target animals, other animals, staff and potentially the public.

<table>
<thead>
<tr>
<th>What are indicators of stress in an animal?</th>
<th>Indicators of stress may include trembling, vocalisation and being off food or docile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may be part of the relocation procedures?</td>
<td>Relocation procedures may include immediate food and water requirements on arrival at destination, future diet requirements, housing at destination and an introduction process to people and other animals.</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- select the appropriate technique and equipment to capture and restrain a range of companion animals
- prepare the correct type of transport container
- capture selected animals safely and humanely
- communicate effectively with clients in respect to animals’ transportation and initial settling in requirements.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational policies and procedures, including OHS and emergency procedures
- relevant legislation, including animal welfare and ethics
- behaviour and physiology of typical companion animals
appropriate capture and restraint methods for different animals  
maintaining capture and restraint equipment  
species compatibility  
transport housing requirements  
dietary requirements before, during and after transport.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
</tr>
<tr>
<td>• ability to capture and restrain animals</td>
</tr>
<tr>
<td>• ability to implement organisational policies and procedures</td>
</tr>
<tr>
<td>• ability to use safe and humane handling techniques</td>
</tr>
<tr>
<td>• ability to identify transport containers appropriate to animals’ requirements</td>
</tr>
<tr>
<td>• ability to maintain tools, equipment and transport containers in accordance with manufacturers’ specifications</td>
</tr>
<tr>
<td>• literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected</td>
</tr>
<tr>
<td>• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification from supervisor and consulting with supervisor</td>
</tr>
<tr>
<td>• numeracy skills to complete arithmetic calculations</td>
</tr>
<tr>
<td>• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds</td>
</tr>
<tr>
<td>• problem-solving skills to use available resources and prioritise daily tasks.</td>
</tr>
</tbody>
</table>
What are the specific resource implications for this unit of competency?  
For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *capturing, handling and transporting companion animals*. One **must** also have access to the resources listed below that include:

- an appropriate companion animal workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace including a range of companion animal species and breeds
- handling and restraint equipment
- transport housing or containers
- organisational policies and procedures, including OHS
- relevant legislation.

What considerations should there be for consistency in performance?  
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *capture, handle and transport companion animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. This could include work within small and large city, regional and rural pet shops, boarding kennels and catteries; companion animal training, grooming and / or breeding establishments; and mobile companion animal facilities.

What considerations should there be for context of assessment?  
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (1) be applied?**
   - By discussing capture and restraint processes with the supervisors and team members.

2. **How can information be collected, analysed and organised (2)?**
   - By analysing a range of information to determine the correct capture and restraint technique.

3. **How are activities planned and organised (2)?**
   - By planning capture and restraint procedures.

4. **How can teamwork (2) be applied?**
   - By working with others on agreed tasks.

5. **How can the use of mathematical ideas and techniques (1) be applied?**
   - By using arithmetic calculations when calculating transportation requirements.

6. **How can problem-solving skills (1) be applied?**
   - By analysing the behavioural and physical requirements of animals and determining the best approach to capture.

7. **How can the use of technology (1) be applied?**
   - By using electronic databases and the Internet for accessing information.

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV3507A Carry out companion animal breeding procedures

This unit of competency covers the process of preparing animals for breeding and implementing routine breeding procedures in accordance with the breeding plan. Work is performed in accordance with the breeding program and the organisation’s standard operating procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Facilitate reproduction</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Requirements of the <em>breeding program</em> are identified and confirmed with the supervisor.</td>
</tr>
<tr>
<td>1.2</td>
<td>Current status of animal reproductive cycle is <em>monitored</em> and reported.</td>
</tr>
<tr>
<td>1.3</td>
<td>Risks associated with potential aggressive animal behaviour are identified and monitored in accordance with <em>occupational health and safety</em> (OHS) and <em>animal welfare requirements</em>.</td>
</tr>
<tr>
<td>1.4</td>
<td>Animals selected for mating are placed in an appropriate <em>environment</em>.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Implement breeding procedures</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Appropriate <em>breeding systems</em> are applied in accordance with breeding program.</td>
</tr>
<tr>
<td>2.2</td>
<td>Appropriate <em>mating methods</em> are applied in accordance with breeding program.</td>
</tr>
<tr>
<td>2.3</td>
<td>Animals are monitored after mating period to determine success rates.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Perform post-mating procedures</strong></td>
</tr>
<tr>
<td>3.1</td>
<td>Animals are monitored for <em>signs of hatching or birthing</em>.</td>
</tr>
<tr>
<td>3.2</td>
<td>Problems with hatching or birthing are noted and reported to the supervisor.</td>
</tr>
<tr>
<td>3.3</td>
<td>Offspring are identified, sexed and weaned according to the breeding program.</td>
</tr>
</tbody>
</table>
3.4 **Post-weaning management** is carried out in accordance with the breeding program and the supervisor’s instructions.

3.5 **Breeding records** are maintained according to the organisation’s standard operating procedures and any special requirements of the particular breeding program.

---

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What information may be included in the breeding program?</th>
<th>The breeding program is likely to include information about number of breeders required; selection criteria for breeders; record system to be used including cards, computer, closed rings, microchipping and tattooing; data to be collected about production rates (e.g. numbers born and sex ratio) and weaning rates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What OHS requirements are relevant to this unit?</td>
<td>Safe handling systems and procedures may include identifying hazards and assessing and reporting risks.</td>
</tr>
<tr>
<td>What are the animal welfare requirements?</td>
<td>Animal welfare requirements may include local, state and federal legislation; animal care and animal ethics; duty of care; and animal hygiene.</td>
</tr>
<tr>
<td>What sort of environment is suitable for breeding?</td>
<td>The appropriate environment for breeding may depend on the species involved and the specific requirements of the breeding program. This could include temperature, humidity, day or night cycle and seasonal effects.</td>
</tr>
<tr>
<td>What breeding systems may be applied?</td>
<td>Breeding systems may include line breeding and controlled out-crossing.</td>
</tr>
<tr>
<td>Which mating methods may be applied?</td>
<td>Mating methods may include paired mating, the harem system and stud mating.</td>
</tr>
<tr>
<td>What signs of hatching or birthing might be observed?</td>
<td>Signs might include evidence of breaking through shell; territorial behaviour; change in appearance of egg colour; labour and preparation for birth including nest making, laboured breathing, pushing, milk let down and vaginal discharge.</td>
</tr>
<tr>
<td>What is involved in post-weaning management?</td>
<td>Post-weaning management may include supplementary feeding, selection of future breeding animals, health, immunisation and recording observations.</td>
</tr>
<tr>
<td>What information should be included in breeding records?</td>
<td>Breeding records may include date of birth; numbers born, stillborn, missing or found dead; sexes born; number weaned; growth weight; and strain and genotype information.</td>
</tr>
</tbody>
</table>
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- monitor and observe animals and report on breeding cycle
- identify risks related to OHS and animal welfare
- implement mating methods in accordance with breeding program
- apply post-mating procedures
- keep accurate records.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- breed or species’ breeding program requirements
- anatomy and physiology of species and breeds in the breeding program
- mating behaviour of species concerned
- breeding systems and methods
- post-weaning procedures
- organisational record-keeping requirements.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to identify sex, age and reproductive status of male and female animals
- ability to implement breeding programs
- ability to operate breeding equipment
- ability to care for neonates and juveniles
- ability to monitor and observe abnormalities
- ability to apply post-weaning husbandry
- ability to dispose of waste according to health regulations
- ability to keep records
- literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
- numeracy skills to complete arithmetic calculations
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For valid assessment, one <strong>must</strong> have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in <em>carrying out companion animal breeding procedures</em>. One <strong>must</strong> also have access to the resources listed below that include:</td>
</tr>
<tr>
<td>- an appropriate workplace or an environment that reproduces normal work conditions</td>
</tr>
<tr>
<td>- equipment and resources normally used in the workplace</td>
</tr>
<tr>
<td>- a range of species and breeds</td>
</tr>
<tr>
<td>- breeding program</td>
</tr>
<tr>
<td>- breeding equipment including artificial insemination</td>
</tr>
<tr>
<td>- waste disposal procedures</td>
</tr>
<tr>
<td>- records systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What considerations should there be for consistency in performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.</td>
</tr>
</tbody>
</table>
The skills and knowledge required to carry out companion animal breeding procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. This could include work within kennels, catteries or breeding establishments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal breeding workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   - By maintaining breeding records.

2. **How can information be collected, analysed and organised (2)?**
   - By observing animal behaviour to assess readiness for mating and by collecting and analysing breeding data to determine breeding problems.

3. **How are activities planned and organised (2)?**
   - Through scheduling mating activities to meet requirements of the breeding program.

4. **How can teamwork (1) be applied?**
   - By contributing to the production of offspring for the organisation’s purpose in a coordinated way.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By apportioning the feed requirements of different animals and species.

6. **How can problem-solving skills (2) be applied?**
   - By observing and reporting problems with mating.

7. **How can the use of technology (2) be applied?**
   - By recording breeding data using the organisation’s information systems.
**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV3508A 

**Prepare companion animal diets and monitor feeding**

This unit of competency covers the process of preparing and presenting food to companion animals. It includes types of foods, maintenance of food quality, the preparation of food animals and the impact of toxic plants and substances on animals.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Maintain food quality and hygiene standards | 1.1 Food is labelled, stored and prepared under optimal conditions.  
1.2 Food preparation equipment and surfaces are cleaned and sanitised in accordance with occupational health and safety (OHS) policies and procedures and hygiene protocols.  
1.3 Food preparation and cleaning equipment are cared for and maintained in good working order. |
| 2 Prepare diets and feeding strategies | 2.1 Nutritive requirements of particular animals are identified.  
2.2 Dietary changes and requirements are determined in consultation with supervisor and other staff.  
2.3 Feeding strategies and methods are devised to maximise activity and behavioural enrichment. |
| 3 Breed and euthanase food animals as required | 3.1 Environment required for food animals to breed is prepared.  
3.2 Breeding information is recorded in accordance with organisational policies and procedures.  
3.3 Required food animals are humanely euthanased as required in accordance with organisational policies and procedures for storage or feeding. |
### 3.4 Equipment and tools

Equipment and tools used to prepare food animals are maintained in accordance with organisational policies and procedures.

### 4 Feed animals

<table>
<thead>
<tr>
<th>4.1</th>
<th>Food is prepared safely and presented in accordance with different species’ requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Diets for young animals and hand-reared animals are prepared.</td>
</tr>
<tr>
<td>4.3</td>
<td>Animals are fed safely using appropriate methods and equipment.</td>
</tr>
<tr>
<td>4.4</td>
<td>Food consumption is monitored and recorded in accordance with organisational policies and procedures.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be included in food?</th>
<th>Food may include cereal products, seeds, meat, fish, food animals, hay, fruit, vegetables, activity foods, additives, supplements and formulae.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may food be stored?</td>
<td>Storage may include refrigerators, freezers, haysheds and dry areas such as pantries and airtight containers.</td>
</tr>
<tr>
<td>What is meant by optimal conditions?</td>
<td>Optimal conditions may include the minimum temperature for safe cold storage and the minimum temperature and time for defrosting frozen food. The temperature of food may affect palatability or digestion factors.</td>
</tr>
<tr>
<td>What are examples of food preparation equipment and surfaces?</td>
<td>Food preparation equipment may include knives, slicers, cleavers, saws, pots, pans, dishes, containers, chopping boards and garbage bins. Surfaces may include walls, floors, shelves, benches and work surfaces, ovens, cooking equipment and appliances, refrigerators, freezers, cool rooms, store rooms, cupboards and extraction fans.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care for companion animals has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals and cleaning agents requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals and handling equipment such as sharp knives and food processors.</td>
</tr>
</tbody>
</table>
Appropriate safe handling techniques are used to reduce muscle load on exertion.

Companion animal organisations may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease to humans and other animals may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may the <strong>nutritive requirements</strong> of animals differ?</td>
<td>Nutritive requirements may differ with the physiology of the particular animal, its age or life stage, seasonal factors, captivity and natural habitat.</td>
</tr>
<tr>
<td>Why may <strong>dietary changes</strong> be required?</td>
<td>Dietary changes may be required because of illness, lactose intolerance, vitamin and mineral deficiencies (e.g. rickets), poor eating habits, stress, obesity, loss of body condition, dental prophylaxis, stage of reproduction and changes in the amount and quality of foodstuff available.</td>
</tr>
<tr>
<td>What are examples of <strong>feeding strategies and methods</strong>?</td>
<td>Feeding strategies will need to take account of the behavioural needs of particular animal groups. Feeding methods may include by hand, using equipment to hold food, using tree bows, hiding food, activity-based, broadcast, containers or slow release feeding.</td>
</tr>
<tr>
<td>What type of <strong>environment</strong> may food animals require?</td>
<td>Environment may include suitable breeding area, appropriate temperature and humidity, appropriate food and water, appropriate light regimes, rose bushes for aphids, bricks tiles and wood for slaters and snails and soil for earthworms.</td>
</tr>
<tr>
<td>What are examples of <strong>food animals</strong>?</td>
<td>Food animals may include mealworms, earthworms, mud guppies, maggots, cockroaches, fly pupae, crickets, mice and rats; or animals from outside sources such as chick hatcheries and animal houses.</td>
</tr>
<tr>
<td>What sort of <strong>breeding information</strong> may be kept?</td>
<td>Information may include breeding performance of food animals, gestation dates, mating records, age, maturity and sex.</td>
</tr>
<tr>
<td>What <strong>equipment and tools</strong> may be used with food animals?</td>
<td>Equipment and tools may include breeding boxes, jars, holding cages, plastic containers, refrigerators, fish tanks, enclosures, euthanasia equipment and lighting, heating and ventilation equipment.</td>
</tr>
<tr>
<td>What may be involved in <strong>preparing</strong> food?</td>
<td>Preparation may include carcass preparation; weighing, mixing and measuring foodstuffs; food animals; food chopping; and recognising and rejecting food of inappropriate quality.</td>
</tr>
</tbody>
</table>
How may food be prepared for young animals?

Food preparation for young animals may include mixing formulae, adding food supplements and blending foodstuffs.

What equipment may be used for feeding?

Equipment may include crop needles, tubes, tongs, puzzle feeders and bowls.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- develop diets for companion animals in consultation with others
- prepare and present food effectively for companion animals
- maintain strict food quality, storage and hygiene standards.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational policies and procedures including OHS, hygiene standards and animal ethics
- relevant legislation
- protocols for hazard identification and risk minimisation
- waste management and disposal procedures and practices
- principles of nutrition
- animal groups and their natural diets
- basic animal anatomy and physiology in respect to nutritional requirements
- life and breeding cycles of common food animals
- methods for the humane euthanasia of food animals
- use of food supplements and formulae
- optimal storage conditions for different types of foodstuffs
- diets and their role in growth rates, reproductive performance and health
- common dietary problems
- toxic plants and substances and factors affecting toxicity
- control and protocols for suspected poisoning
- feeding methods and required equipment.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills are:

- ability to apply organisational policies and procedures
- ability to use and store cleaning agents and chemicals correctly and safely
- ability to sanitise and disinfect food utensils and equipment
- ability to use food preparation tools safely and correctly
- ability to use a variety of feeding techniques
- ability to breed, prepare and kill food animals
- literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow dietary instructions; and record accurately and legibly the information collected
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
- numeracy skills to complete arithmetic calculations, weigh and measure foodstuffs and mix formulae
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.
**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *preparing companion animal diets and monitoring feeding*. One **must** also have access to the resources listed below that include:

- An appropriate companion animal workplace or an environment that reproduces normal work conditions
- Equipment and/or resources normally used in the workplace
- Wide range of food types and supplements
- Food storage facilities
- Food preparation areas and equipment normally found in the workplace
- Facilities and equipment to breed and euthanase food animals as required
- Cleaning agents, materials and equipment
- Organisational policies and procedures including OHS, hygiene standards and animal welfare.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *prepare animal diets and monitor feeding* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include working with different companion animals.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.
**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>How can <strong>Communication of ideas and information</strong> (2) be applied?</th>
<th>By discussing daily routines and feeding methods with supervisors and team members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How can <strong>information be collected, analysed and organised</strong> (2)?</td>
<td>By assessing the nutritional needs of animals based on the analysis of a range of information.</td>
</tr>
<tr>
<td>2</td>
<td>How are <strong>activities planned and organised</strong> (2)?</td>
<td>By preparing and monitoring diets for a range of animals.</td>
</tr>
<tr>
<td>3</td>
<td>How can <strong>teamwork</strong> (2) be applied?</td>
<td>By working with others on agreed tasks.</td>
</tr>
<tr>
<td>4</td>
<td>How can the <strong>use of mathematical ideas and techniques</strong> (2) be applied?</td>
<td>By calculating feed amounts based on dietary plans.</td>
</tr>
<tr>
<td>5</td>
<td>How can <strong>problem-solving skills</strong> (2) be applied?</td>
<td>By developing diets that meet animals’ particular nutritional requirements.</td>
</tr>
<tr>
<td>6</td>
<td>How can the <strong>use of technology</strong> (2) be applied?</td>
<td>By using electronic databases and the Internet for accessing information.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency _could_ be assessed on its own or in combination with other competencies relevant to the job function.
RUV3509A  Maintain aquascapes and aquatic animals

This unit of competency covers the process of monitoring illness and / or abnormal behaviour in aquatic animals, collecting and analysing water samples and administering treatments. It also includes implementing safe and hygienic work practices.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and to take responsibility for one’s own outputs and have limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follow effective personal health management practices</td>
</tr>
<tr>
<td>1.1</td>
<td>Personal hygiene and cleanliness standards are maintained in accordance with occupational health and safety (OHS) and organisational policies and procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Disease agents and their impact on aquatic animals are identified.</td>
</tr>
<tr>
<td>1.3</td>
<td>Work practices are implemented to protect oneself from, and minimise the spread of, zoonotic diseases.</td>
</tr>
<tr>
<td>2</td>
<td>Identify unhealthy aquatic animals</td>
</tr>
<tr>
<td>2.1</td>
<td>Unhealthy aquatic animals are identified and information is recorded in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>2.2</td>
<td>Injured aquatic animals are recognised and reported to supervisors.</td>
</tr>
<tr>
<td>2.3</td>
<td>Abnormal behaviour and condition are recognised and reported to supervisors.</td>
</tr>
<tr>
<td>2.4</td>
<td>Records for unhealthy aquatic animals are maintained in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>3</td>
<td>Sample, analyse and adjust aquascape water quality</td>
</tr>
<tr>
<td>3.1</td>
<td>Water samples are collected using correct equipment, in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>3.2</td>
<td>Samples are tested using appropriate equipment in accordance with manufacturers’ directions.</td>
</tr>
</tbody>
</table>
3.3 Sampling results are recorded in accordance with organisational policies and procedures.

3.4 **Water quality is adjusted** to better suit the requirements of the aquascape and species.

3.5 Optimum water quality records for the aquascape and species are maintained in accordance with industry requirements.

<table>
<thead>
<tr>
<th>4</th>
<th>Administer aquatic animal treatments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Broad categories of parasitic infestations and / or <strong>viral, fungal and bacterial diseases</strong> are identified.</td>
</tr>
<tr>
<td>4.2</td>
<td>Appropriate and authorised <strong>aquatic animal treatments</strong> are administered in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>4.3</td>
<td><strong>Preventative medicine programs</strong> for internal and external parasites are implemented in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>4.4</td>
<td>Treatments and medicines are correctly <strong>stored</strong> in accordance with organisational policies and procedures and legislative requirements.</td>
</tr>
<tr>
<td>4.5</td>
<td>Records for treatments and medicine programs are maintained in accordance with organisational policies and procedures and legislative requirements.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**What type of OHS issues would be relevant in this context?**

Animal care for aquatic animals has a range of associated risks from bites, envenomation and scratches. All duties should reflect an awareness of and a respect for these risks.

The handling of chemicals and medical treatments requires extra care to ensure safe work practices are maintained.

Safe work practices are used in packaging and handling loads, including aquatic animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion.
Some aquatic animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. One should take responsibility for ensuring own tests and vaccinations are current.

Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of disease agents?</td>
<td>Infectious disease agents may include bacteria, virus, fungi and internal and external parasites. Non-infectious disease agents may include nutritional, neoplastic, physical trauma, chemical toxicities, genetic, metabolic and allergies.</td>
</tr>
<tr>
<td>What are examples of zoonotic diseases?</td>
<td>Zoonotic diseases may include bacterial diseases and endoparasites such as protozoa and different types of salmonella.</td>
</tr>
<tr>
<td>What does the term aquatic animals refer to?</td>
<td>Aquatic animals include fish, amphibians and some reptiles.</td>
</tr>
<tr>
<td>What are possible aquatic animal injuries?</td>
<td>Possible aquatic animal injuries may include damaged fins and scales, open sores, bruising, cuts and abrasions.</td>
</tr>
<tr>
<td>What may be regarded as abnormal behaviour?</td>
<td>Abnormal behaviour in aquatic animals may include aggression or docility, reaction to humans and behaviour beyond the animal’s normal range.</td>
</tr>
<tr>
<td>What sort of tests may be carried out on water samples?</td>
<td>Water sampling tests may include pH, nitrate, nitrite, ammonia, salinity, calcium and hardness.</td>
</tr>
<tr>
<td>What is involved in adjusting water quality?</td>
<td>Adjusting water quality may involve partial water change, raising or lowering of pH or hardness and correcting chemical imbalances.</td>
</tr>
<tr>
<td>What are examples of parasitic infestations?</td>
<td>Common parasitic infestations may include fish lice, anchor worm, flukes and parasitic protozoa.</td>
</tr>
<tr>
<td>What are examples of viral, fungal and bacterial diseases?</td>
<td>Common viral, fungal and bacterial diseases may include dropsy, mouth fungus, fin and tail rot and body fungus.</td>
</tr>
<tr>
<td>How might aquatic animal treatments be administered?</td>
<td>Aquatic animal treatments might be administered via tablets, liquids, pastes, topical applications, soluble powders, dips and bathes and food and water preparations.</td>
</tr>
<tr>
<td>What are examples of preventative medicine programs?</td>
<td>Preventative programs may include anti-parasitic water treatments and food preparations.</td>
</tr>
<tr>
<td>Where could treatments and medicines be stored?</td>
<td>Treatments and medicines could be stored in a place that keeps them at a specific temperature, in a refrigerator or securely under lock and key.</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

- The critical requirements that are valuable for this unit of competency as a whole are listed below.
- Assessment must confirm one’s ability to:
  - practise effective aquatic animal health-management practices
  - identify aquatic animals showing signs of poor health, injuries or abnormal behaviour
  - administer authorised aquatic animal treatments and implement preventative medicine programs
  - collect and test water samples
  - maintain accurate records
  - communicate effectively with supervisors
  - adjust water quality to suit the aquascape and species requirements.

**What specific knowledge is needed to achieve the performance criteria?**

- Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events.
- The knowledge requirements for this unit of competency are listed below and include:
  - organisational policies and procedures, including OHS
  - relevant legislation and codes of practice
  - normal and abnormal behaviour for aquatic species
  - zoonotic diseases
  - signs and symptoms of common aquatic animal diseases and parasitic infestations and their transmission between aquatic animals
  - protocols for hazard identification and risk minimisation
  - water sampling, testing and analysis procedures and techniques
  - water quality adjustment procedures, including water chemistry
• working knowledge of ideal water conditions and quality for a range of aquatic animals including pH, nitrate, nitrite, ammonia, salinity, calcium and hardness
• working knowledge of chemicals used to correct water conditions and the water quality of aquascapes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

• ability to apply organisational policies and procedures
• ability to identify obvious signs of poor health and injury in aquatic animals
• ability to differentiate between critical and non-critical incidents
• ability to collect and test water samples
• ability to correctly use equipment for collecting and testing water samples
• ability to adjust water quality and conditions to suit aquascape and species requirements
• ability to recognise behaviours and conditions that could be indicative of possible aquatic animal health problems
• literacy skills to read and implement organisational policies and procedures, including OHS and waste management; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
• numeracy skills to complete arithmetic calculations and measure doses
• problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in maintaining aquascapes and aquatic animals. One must also have access to the resources listed below that include:

- appropriate aquatic animal workplace
- access to equipment and/or resources normally used in the workplace
- a range of aquascapes and aquatic animals typically found in the workplace
- organisational policies and procedures, including OHS
- a range of aquatic animal treatments and medicines
- materials and equipment to collect, test and analyse water samples
- materials and equipment to administer treatments and medicines
- records of treatments and information.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to maintain aquascapes and aquatic animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include working with different aquatic species and different aquascapes.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an aquatic animal workplace or in a situation that reproduces normal work conditions.

There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How can communication of ideas and information (2) be applied?</td>
<td>Through discussion with supervisors and team members about aquatic animal health and behaviour.</td>
</tr>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (2)?</td>
<td>By assessing the health needs of aquatic animals based on the analysis of a range of information.</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (2)?</td>
<td>By developing and implementing treatments for a range of aquatic animals.</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (2) be applied?</td>
<td>By working with others on agreed tasks.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By calculating dosages and administering treatments.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (2) be applied?</td>
<td>By adjusting water quality and conditions to better suit the aquascape and species’ requirements.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using computer technology to store aquatic animal health records.</td>
</tr>
</tbody>
</table>

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
Level 4 Animal Care and Management Units

- **RUV4101A** Implement and monitor the organisation’s OHS program ...........................................433
- **RUV4201A** Comply with animal control and regulation requirements ...........................................439
- **RUV4202A** Assess and impound animals ..............................................................................445
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- **RUV4206A** Carry out pound procedures ......................................................................................469
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- **RUV4405A** Assist in establishing and maintaining a plantation .....................................................523
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- **RUV4502A** Hand-rear companion animals ....................................................................................541
- **RUV4503A** Develop diets for companion animals .........................................................................546
- **RUV4504A** Manage and maintain aviaries and bird rooms ............................................................552
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- **RUV4506A** Develop enrichment strategies for companion animals .............................................563
- **RUV4507A** Purchase companion animal livestock .........................................................................568
- **RUV4508A** Manage companion animal breeding .........................................................................573
- **RUV4509A** Provide professional companion animal grooming services .......................................579
- **RUV4510A** Provide companion animal hydro-bathing services ..................................................586
- **RUV4511A** Provide training advice to companion animal owners ..................................................593
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- **RUV4601A** Coordinate patient admission and discharge ...............................................................606
- **RUV4602A** Apply radiographic routines .........................................................................................612
- **RUV4603A** Perform clinic pathology procedures ............................................................................618
RUV4604A Perform clinic office procedures .......................................................... 624
RUV4605A Carry out surgical nursing routines ...................................................... 630
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RUV4609A Provide specific animal care advice ................................................... 659
RUV4610A Carry out veterinary dental nursing procedures ................................... 665
RUV4611A Prepare, deliver and review animal care education programs ............. 672
RUV4612A Coordinate clinic promotional activities .............................................. 677
RUV4613A Develop and implement specific clinic policies .................................... 683
RUV4101A Implement and monitor the organisation’s OHS program

This unit of competency covers the process of implementing and monitoring the organisation’s occupational health and safety (OHS) program. It requires the ability to provide OHS information to the work group, identify hazards and assess and control risks. It also requires the ability to deal with emergencies and hazardous events and maintain relevant records.

Implementing and monitoring the OHS program requires knowledge of hazards in the workplace, relevant OHS legislation and codes of practice, risk control measures, the hierarchy of control and relevant management systems and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Note: This unit is based on and equivalent to RTC4701 Implement and monitor the enterprise OHS program endorsed with the Conservation and Land Management (RTD02), Rural Production (RTE03) and Amenity Horticulture (RTF03) Training Packages.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide OHS information</td>
</tr>
<tr>
<td>1.1</td>
<td>Relevant OHS legislation and codes of practice are accurately and clearly explained to the work group.</td>
</tr>
<tr>
<td>1.2</td>
<td>Information on OHS policies, procedures and programs is provided in an accessible manner and is accurately and clearly explained to the work group.</td>
</tr>
<tr>
<td>1.3</td>
<td>Information about identified hazards and the outcomes of risk assessment and control procedures is regularly provided and is accurately and clearly explained to the work group.</td>
</tr>
<tr>
<td>2</td>
<td>Facilitate the participation of workers in OHS observance and decision-making</td>
</tr>
<tr>
<td>2.1</td>
<td>Organisational procedures for consultation over OHS issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute.</td>
</tr>
</tbody>
</table>
RUV4101A Implement and monitor the organisation’s OHS program

2.2 Procedures for reporting OHS hazards and risks are clearly described to the work group.

2.3 Issues raised through consultation are resolved promptly or referred to appropriate personnel for resolution in accordance with workplace procedures for issue resolution.

2.4 The outcomes of consultation over OHS issues are promptly communicated to the work group.

3 **Implement and monitor**

<table>
<thead>
<tr>
<th></th>
<th>Organisational procedures for identifying hazards and assessing and controlling risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Existing and potential hazards are identified and reported so that risk assessment and control measures may be implemented.</td>
</tr>
<tr>
<td>3.2</td>
<td>Work procedures to control OHS risks are implemented by the work group and risk control is regularly monitored.</td>
</tr>
<tr>
<td>3.3</td>
<td>Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel or management.</td>
</tr>
<tr>
<td>3.4</td>
<td>Inadequacies in the allocation of resources to ensure safe work practices are identified and reported to management.</td>
</tr>
<tr>
<td>3.5</td>
<td>Existing risk control measures are monitored and results are reported regularly in accordance with workplace procedures.</td>
</tr>
</tbody>
</table>

4 **Implement workplace procedures for dealing with emergencies and hazardous events**

| 4.1 | Workplace procedures for dealing with OHS emergencies are implemented where necessary to ensure that prompt and **effective control action** is taken. |
| 4.2 | OHS emergencies are reported in accordance with established organisational procedures. |
| 4.3 | Control measures to prevent recurrence and minimise risk of emergencies and hazardous events are implemented based on the hierarchy of control or referred to designated personnel for implementation. |

5 **Implement and monitor organisational procedures for providing OHS training**

| 5.1 | OHS induction and training needs are identified accurately, specifying the gaps between OHS competencies required and those held by the work group. |
| 5.2 | Arrangements are made for meeting identified OHS training needs in both on and off-the-job training programs in consultation with relevant parties. |
6 Implement and monitor organisational procedures for maintaining OHS records

6.1 OHS records for work areas are accurately and legibly completed in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of occupational hazards, risk control, injury and disease events.

6.2 Aggregate information from OHS records is used to identify hazards and monitor risk control procedures within work areas according to organisational procedures and within scope of responsibilities.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which hazards may be relevant?</th>
<th>Hazards to self, bystanders, animals and other staff may include uneven surfaces, confined spaces and heights; hazardous manual handling tasks; hazards associated with equipment, machinery and vehicles; risks associated with animals including bites, envenomation, kicks or scratches; and hazards for which personal protective clothing or equipment is required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may implement and monitor organisational procedures include?</td>
<td>Supervision of the application of OHS principles and conformity with relevant state or territory legislation and codes of practice; incident investigations and regular inspections; maintenance of training records; and analysis of accident and dangerous occurrence records, including the duties and responsibilities of all parties.</td>
</tr>
<tr>
<td>What does hierarchy of control refer to?</td>
<td>The preferred order of risk control measures.</td>
</tr>
<tr>
<td>What may effective control action include?</td>
<td>The communication of the location, incident investigations and instructions, and directions provided to emergency personnel.</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- provide information to staff about OHS and organisational policies and procedures
- ensure other staff members contribute to OHS policies and procedures
• implement and monitor procedures for identifying and assessing hazards; controlling risks, emergencies and hazardous events; and providing OHS training for staff
• implement, monitor and maintain OHS policies and procedures.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- hazards in the workplace
- relevant OHS legislation and codes of practice
- risk control measures
- the hierarchy of OHS risk control and its implementation for hazards in land-based industries
- literacy levels and communication skills of workers
- suitable communication strategies
- relevant organisational management systems and procedures
- accident and incident investigation
- participative work practices.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to provide OHS information to the work group
- ability to facilitate the participation of workers in OHS observance and decision-making
- ability to identify OHS hazards and controls in work practices and processes
- ability to respond to OHS hazard identification in an appropriate and timely manner
- literacy skills to read, select and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record the information accurately and legibly
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
• numeracy skills to complete basic arithmetic calculations and measure volumes
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *implementing and monitoring the organisation’s OHS program*. One **must** also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions
• access to equipment and / or resources normally used in the workplace
• workplace procedures, including OHS and evacuation
• personal protective clothing and equipment
• hazards and risks commonly found within a workplace
• symbols used for OHS and safety and evacuation signs.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *implement and monitor the organisation’s OHS program* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different organisations and with different policies and procedures.
What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By providing regular updates on the outcomes of risk assessment and control procedures.

2. How can information be collected, analysed and organised (2)?
   By implementing relevant OHS procedures and hazard audits in the workplace and by providing accessible information on OHS policies, procedures and programs.

3. How are activities planned and organised (2)?
   By conducting OHS committee meetings that provide relevant OHS updates.

4. How can teamwork (2) be applied?
   By consulting with staff on OHS implementation issues.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By collecting and recording OHS data.

6. How can problem-solving skills (2) be applied?
   By identifying training needs and determining the best possible procedures to reduce injury risk.

7. How can the use of technology (2) be applied?
   By using communications equipment to alert staff of an emergency.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RU4201A Comply with animal control and regulation requirements

This unit of competency covers the process of working by oneself and with others within the animal control and regulation sector and requires the ability to obtain information about the industry, participate in workplace teams and keep accurate records. It also requires the ability to identify legislative requirements within the animal control and regulation sector and apply them to day-to-day work activities.

Working within the animal control and regulation sector requires knowledge of relevant legislation, standards and codes of practice applying to the industry, organisational policies and procedures, including occupational health and safety (OHS) and workplace communication channels.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Obtain and utilise information about the animal control and regulation industry</td>
</tr>
<tr>
<td>1.1</td>
<td>Information about the organisation is accessed and applied within day-to-day activities.</td>
</tr>
<tr>
<td>1.2</td>
<td>Key internal and external stakeholders, their needs, expectations and roles are documented.</td>
</tr>
<tr>
<td>1.3</td>
<td>Sources of assistance are identified.</td>
</tr>
<tr>
<td>1.4</td>
<td>Work is carried out within organisational policies and procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Access and comply with relevant animal control legislative requirements</td>
</tr>
<tr>
<td>2.1</td>
<td>Legislation common to workplace activities and / or the organisation are identified and accessed.</td>
</tr>
<tr>
<td>2.2</td>
<td>Relevant legislation is read and applied within day-to-day work activities.</td>
</tr>
<tr>
<td>2.3</td>
<td>Key principles contained in legislation and regulations are identified and documented.</td>
</tr>
<tr>
<td>2.4</td>
<td>Statutory powers provided under legislation and the boundaries of those powers are confirmed.</td>
</tr>
</tbody>
</table>
2.5 Legislation is enforced as required within day-to-day work activities.

2.6 Work is consistent with the boundaries and powers contained in animal control legislation.

<table>
<thead>
<tr>
<th>3 Maintain records</th>
<th>3.1 Management systems are accessed and used.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Items are accurately entered into organisational management systems.</td>
</tr>
<tr>
<td></td>
<td>3.3 Accurate records are maintained.</td>
</tr>
<tr>
<td></td>
<td>3.4 Records are filed and stored correctly.</td>
</tr>
<tr>
<td></td>
<td>3.5 All work is completed in accordance with organisational policies and procedures and legislative requirements.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What is the animal control and regulation industry?</th>
<th>A community service provided by local government which deals with education, regulation, consultation, provision of facilities and the sourcing of information for the responsible ownership of animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who might internal and external stakeholders include?</td>
<td>Key internal stakeholders might include colleagues, junior officers, supervisors, advisers, senior managers and executives within the organisation and elected members.</td>
</tr>
<tr>
<td></td>
<td>Key external stakeholders may include state, federal and military police; court administration (e.g. prosecutors, legal and court staff); investigators; local government law enforcement officers; emergency services such as fire and ambulance; animal owners; non-animal owners; the general public; private enterprise; and other public sector organisations.</td>
</tr>
<tr>
<td>What sources of assistance may be relevant?</td>
<td>Union representatives, OHS representatives, human resources representatives and outside agencies.</td>
</tr>
<tr>
<td>What policies and procedures may be relevant to this unit?</td>
<td>Organisational policies and procedures; standard operating procedures; quality system policies and procedures; environmental policies; OHS policies and procedures, including accident reports, responsibilities and duties; and standard work practices.</td>
</tr>
<tr>
<td>What legislative requirements may be relevant to those working in the industry?</td>
<td>Federal and state or territory legislation and regulations, standards, codes of practice, local laws for animal control and regulation services and other associated legislative constraints.</td>
</tr>
</tbody>
</table>
**What does legislation refer to or include in the context of this unit?**

Legislation may refer to federal and state or territory legislation, codes of practice, regulations, standards and local laws.

**What key principles may be contained in legislation?**

Honesty and integrity, confidentiality and non-disclosure of official information, due care and diligence, avoiding conflicts of interest, obeying lawful and reasonable direction and compliance with the law.

**What kind of records may be kept?**

Records to be kept will include those required by legislation and organisational policies and procedures including pound documentation, animal identification documentation, animal registrations, licensing, penalty infringement notices, infringement notices, enforcement notices and service requests.

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### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- obtain and use information about the industry
- source, read and interpret state or territory legislation relevant to work undertaken within animal control and regulation
- apply state or territory legislation within day-to-day work activities
- identify key principles and statutory powers contained in relevant legislation
- access and use management systems to keep and maintain accurate records
- identify communication channels for internal and external stakeholders.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- working knowledge of legislation, regulations, standards and codes of practice relevant to work undertaken in an animal control and regulation environment
- principles of organisational protocols, policies and procedures and codes of conduct
- methods for record-keeping including an operational knowledge of organisational record-keeping systems and programs
- organisational structure.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to research and source information
- ability to take notes
- ability to use scanning techniques to locate main ideas and key principles of legislation
- ability to understand and apply written materials such as codes of practice, legislation and regulations
- ability to use basic information technology
- ability to analyse
- interpersonal skills to communicate, relate, negotiate and mediate with a wide range of internal and external stakeholders from a range of social and cultural backgrounds
- literacy skills to read, interpret and apply relevant legislation and regulations.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *complying with animal control and regulation requirements*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in the workplace
- relevant organisational policies and procedures
- state or territory legislation relevant to work undertaken in animal control and regulation
- organisational management and / or record-keeping systems.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to comply with animal control and regulation requirements must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within large, small, urban or rural councils, pounds or organisations providing an animal control and regulation service to councils.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? Through discussion with supervisors and peers about daily routines.

2. How can information be collected, analysed and organised (2)? By maintaining personal notes on legislation and its key points and uses, relevant to daily work activities.

3. How are activities planned and organised (2)? By planning day-to-day activities and prioritising own work activities.

4. How can teamwork (2) be applied? By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (1) be applied? By analysing and interpreting data for record-keeping purposes.
6 How can **problem-solving skills** (1) be applied? By using available resources to achieve work tasks.

7 How can the **use of technology** (1) be applied? By using electronic equipment, including databases and the Internet, to locate relevant legislation.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4202A  Assess and impound animals

This unit of competency covers the process of seizing, handling and transporting animals in routine situations in an animal control and regulation environment. It requires the ability to assess a given situation and implement appropriate action to seize, handle and transport animals. Working within animal control and regulation also requires knowledge of relevant legislation and organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Note: This unit does not involve the use of firearms, chemicals or drugs in the process of seizing an animal.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Assess the situation</td>
<td>1.1 Situation is assessed to determine risk to self, bystanders, the public and target animal.</td>
</tr>
<tr>
<td></td>
<td>1.2 Safety of self, bystanders, the public and target animal is always maintained.</td>
</tr>
<tr>
<td></td>
<td>1.3 Organisational policies and procedures and legislative requirements are followed at all times.</td>
</tr>
<tr>
<td>2  Seize animal</td>
<td>2.1 Appropriate equipment for seizure is selected.</td>
</tr>
<tr>
<td></td>
<td>2.2 Action is taken to reduce risk / hazard in seizing the animal.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animal is seized using correct and humane animal handling techniques.</td>
</tr>
<tr>
<td></td>
<td>2.4 <strong>Safe work practices</strong> and <strong>occupational health and safety</strong> (OHS) requirements are followed in seizing animal.</td>
</tr>
<tr>
<td></td>
<td>2.5 Animal is assessed for injuries and health issues and basic first aid is applied to animal and / or self as required.</td>
</tr>
<tr>
<td></td>
<td>2.6 Organisational policies and procedures and legislative requirements are followed.</td>
</tr>
</tbody>
</table>
3 Transport animal

3.1 Mode of transport is selected and prepared, and **destination** is determined appropriate to animal’s requirements.

3.2 **Restraints** are prepared and maintained.

3.3 Animal is loaded and restrained humanely in accordance with organisational policies and procedures and legislative requirements.

3.4 Animal is transported to destination.

3.5 Animal is removed from transport restraints and unloaded safely and correctly at destination.

3.6 Animal is housed and fed at destination as required by legislative requirements.

3.7 Safe work practices and OHS requirements are followed in restraining and transporting animal.

3.8 Organisational policies and procedures and legislative requirements are followed.

3.9 Appropriate records are kept and entered into relevant management systems as required.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What might assessing the situation involve?</th>
<th>Assessment of a given situation might include the consideration of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• members of the public and their safety</td>
</tr>
<tr>
<td></td>
<td>• safety of self and team members</td>
</tr>
<tr>
<td></td>
<td>• safety and welfare of the animal to be seized</td>
</tr>
<tr>
<td></td>
<td>• environment, including residential property, public facility, open space, roads, etc</td>
</tr>
<tr>
<td></td>
<td>• circumstance such as an aggressive animal, crowded place, time of day, etc</td>
</tr>
<tr>
<td></td>
<td>• provision for backup if required</td>
</tr>
<tr>
<td></td>
<td>• type, size and number of animals to be seized</td>
</tr>
<tr>
<td></td>
<td>• health and wellbeing of animals to be seized</td>
</tr>
</tbody>
</table>

It may also involve making a decision, in consultation with supervisor, veterinarian or others, as to whether the animal should be destroyed during the seizure process.
### What is the purpose of seizing an animal?

An animal may be seized to ensure safety to the community or to the animal itself (e.g. due to an animal’s aggressive behaviour) or for legislative reasons such as animal wandering at large, attacks or breach of seizure orders.

### What equipment could be used when seizing an animal?

Seizure equipment could include nets, catch poles, traps, leads, bribes such as food, ropes, halters, bridles and headstalls, cages and protective clothing including gloves.

*Firearms, chemicals, drugs, etc should not be used as part of this unit of competency.*

### What are examples of safe work and OHS practices?

Safe work practices will include the use of personal protective clothing and equipment appropriate to the type of animal.

Protocols for safe work practices include animal hazard management and identification, animal handling (e.g. lifting and securing), seizure and transportation.

Animal control and regulation may expose personnel to risks such as zoonoses and the release of infective agents (both human and animal).

### What destinations could there be for a seized animal?

A destination for a seized animal will depend on organisational policies and procedures and may include pounds, shelters, RSPCA, veterinary clinic for veterinary care and assistance, return to owner or wildlife carers.

### What types of restraints could be used?

Leads, collars, halters, sticks, ropes, cages, harnesses, snake bags, shackles, whips and catch gear such as catch poles.

*Firearms, chemicals, drugs, etc should not be used as part of this unit of competency.*

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- assess a situation to determine an appropriate plan for seizure and transport of animals
- aim to minimise risk to animals, self, bystanders and the public at all times
- seize animals using equipment appropriate to the animal and the task
- apply basic first aid as required
• handle animals in a safe and humane manner
• apply restraints to animals
• load and unload animals using safe work practices
• transport animals to selected destination
• assess animals for injury and / or health issues.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- equipment, methods and strategies for seizing, restraining and transporting animals
- relevant legislation and codes of practice relating to the seizure, restraint and transportation of animals
- organisational policies and procedures
- awareness of diseases and zoonoses
- recognition of animal stress and comfort
- OHS hazards
- understanding of animal behaviour, temperament and body language
- understanding of animal’s interpretation of human body language when it is being approached
- basic first aid methods and techniques.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to assess a situation to determine an appropriate plan for the seizure and transport of animals
- ability to use animal seizure and restraint techniques
- ability to use animal handling techniques including loading and unloading animals for transportation
- ability to apply a mature approach to safe work practices on a daily basis
- ability to apply basic first aid
• ability to use risk management skills including identifying risks, consulting with stakeholders, modifying and reviewing processes and documenting changes

• literacy skills to read and interpret relevant legislation

• interpersonal skills to relate to people

• oral communication skills to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification from third party and reporting to supervisor

• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in assessing and impounding animals. One must also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions

• equipment and resources normally used in the workplace

• appropriate seizure equipment

• animal restraints

• organisational policies and procedures

• an appropriate method of transport and an appropriate destination to deliver the impounded animal.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to assess and impound animals must be transferable to a range of different work environments. For example, this could include work with different animals and in different locations.
**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace. There must be access to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How can communication of ideas and information (2) be applied?</td>
<td>Through discussion with supervisor, team members and peers about appropriate processes for the seizure, restraint and transport of animals.</td>
</tr>
<tr>
<td>2 How can information be collected, analysed and organised (2)?</td>
<td>By determining the correct techniques to use in seizing, restraining and transporting animals based on the analysis of a range of information.</td>
</tr>
<tr>
<td>3 How are activities planned and organised (3)?</td>
<td>By coordinating and implementing a seizure plan.</td>
</tr>
<tr>
<td>4 How can teamwork (2) be applied?</td>
<td>By coordinating the seizure, restraint and transport of animals with supervisor, team members and peers.</td>
</tr>
<tr>
<td>5 How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By calculating the approximate animal body weight in order to determine if backup is required to handle, lift and secure the animal.</td>
</tr>
<tr>
<td>6 How can problem-solving skills (2) be applied?</td>
<td>By analysing the behavioural and physical requirements of animals and determining the best approach to seizure.</td>
</tr>
<tr>
<td>7 How can the use of technology (2) be applied?</td>
<td>By using mobile phone and / or radio technology to request backup and by using relevant information technology equipment to enter data into management systems.</td>
</tr>
</tbody>
</table>
Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4201A Comply with animal control and regulation requirements

RUV4203A Identify and respond to animal behaviour
RUV4203A Identify and respond to animal behaviour

This unit of competency covers the process of identifying animals and their behaviour in the context of an animal control and regulation environment during day-to-day activities. It requires an ability to recognise and identify animals and assess, interpret, anticipate and respond to the behaviour of an animal. It requires an appreciation of the owner – animal – environment triangle of effect that influences behavioural expressions. Working within animal control and regulation also requires knowledge of relevant legislation and organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Recognise and identify animal | 1.1 Animal is identified by breed, type and group, according to **identifiable characteristics.**  
1.2 **Information and equipment** for use in identification activity are determined and located.  
1.3 Animal is recognised by **common name.**  
1.4 Brief description including unique features of the animal is documented.  
1.5 Assistance from supervisors and / or peers is sought when necessary.  
1.6 Organisational policies and procedures and legislative requirements are followed. |
| 2       | Identify animal behaviour | 2.1 Animal and its body language are observed and interpreted.  
2.2 Temperament, traits, health and wellbeing of animal are identified and documented.  
2.3 Physical and social environment of animal are assessed.  
2.4 **Behaviour** of animal is determined.  
2.5 Assistance from supervisors and / or peers is sought when necessary. |
2.6 Organisational policies and procedures and legislative requirements are followed.

3.1 **Risks or hazards** to the public, self, bystanders and the target animal are assessed.

3.2 **Constructive solutions** to animal behaviour are offered to owner when appropriate.

3.3 **Referral to specialists** is offered to owner when appropriate.

3.4 **Statutory response** to animal behaviour is actioned when appropriate.

3.5 Assistance from supervisors and / or peers is sought when necessary.

3.6 Organisational policies and procedures and legislative requirements are followed.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What is meant by <strong>common name</strong>?</th>
<th>Common names sufficient to convey meaning are used. In Indigenous communities, language names can be used in lieu of common names.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What information and equipment</strong> may be used to recognise and identify an animal?</td>
<td>Information may include species books, habitat, enclosure and photographs. Equipment may include cameras, video recorders, binoculars, protective gloves and clothing and animal trapping and catching paraphernalia. Equipment to identify the animal may include microchip detectors, devices and scanners.</td>
</tr>
<tr>
<td><strong>What identifiable physical characteristics</strong> may be useful when identifying an animal?</td>
<td>Identifiable characteristics of an animal may include its shape, size, colour, coat length / texture, movement, behaviour, sex, ear tags, microchips, tattoos, markings, brands and leg bands.</td>
</tr>
<tr>
<td><strong>What are some examples of animal behaviour?</strong></td>
<td>Normal versus abnormal behaviour, aggressive versus benign behaviour, confident versus timid or fearful behaviour.</td>
</tr>
<tr>
<td><strong>What are the risks or hazards to the public, bystanders, self and the target animal?</strong></td>
<td>Degree of animal restraint and confinement; level of owner / handler cooperation, competence and control; assessment of breed / type potential to cause harm or difficulty; obvious signs of the animal’s abnormal health and condition; circumstances prevailing; level of own experience, confidence and capability.</td>
</tr>
</tbody>
</table>
**What constructive solutions may be offered?**

Constructive solutions offered may involve looking at the owner – animal – environment triangle of effect in the expression of problem animal behaviour and offering remedial advice.

A constructive solution should endeavour to remedy the causes as well as the problem animal behaviour.

If an animal is wandering, the constructive solution may include restoring animal to correct owner property; capture and impoundment; and offering advice regarding more adequate fencing, providing a more enriched environment, improving obedience and responsiveness and using positive and negative reinforcement training.

Constructive solutions also need to consider different methods of handling and dealing with animals displaying specific behavioural traits (e.g. nervous or timid).

**Who might a referral to specialist include?**

Veterinarian, animal behaviourist or animal trainer.

**What are some examples of statutory responses?**

Seize animal, issue caution or infringement notice, recommend action plan, detail procedural requirements and explain timelines for outcomes.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify animals by breed, type and group
- identify twenty top breeds of dogs, three breeds of cats and at least one species from each of livestock, wildlife and/or native animals and declared pest animals
- recognise animals by common name
- interpret animals’ body language
- determine behaviour and temperament of animals
- assess specific types of animal behaviour and respond accordingly by offering constructive solutions, referral to specialists or actioning a statutory response.
**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- animal species, breeds and groups
- identifiable ‘type’ characteristics of animals
- the top (most common) twenty breeds of dogs, top three breeds of cats and at least one species from each of livestock, wildlife and / or native animals and declared pest animals
- restricted animals and restricted breeds
- animal behaviour and temperament
- organisational policies and procedures
- principles of animal health, diseases and zoonoses
- recognition of animal stress and comfort
- recognition of environment, including where an animal lives, how it is managed by its owner and impacts on animal behaviour
- evolution of animals and animal behaviour
- antisocial behaviour
- owner – animal relationship
- possible statutory responses under relevant legislation.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to handle animals and use animal handling techniques
- ability to recognise and identify a range of animal species and breeds
- ability to use identification equipment
- ability to respond to animal behaviours and traits
- literacy skills to document information about the animal, its behaviour, environment and the action taken; and read and interpret relevant legislation
- interpersonal skills to relate to people
- problem-solving skills to use available resources and prioritise daily tasks.
### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *identifying and responding to animal behaviour*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- animals displaying abnormal and / or problematic behaviour
- organisational policies and procedures
- specialist advice as required.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *identify and respond to animal behaviour* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city or rural councils; small or large organisations; and with different animals and different types of animal behaviour.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? Through discussion with supervisor, team members or specialists about animal behaviour issues.

2. How can information be collected, analysed and organised (2)? By observing animals and recording their behaviour in accordance with organisational policies and procedures.

3. How are activities planned and organised (2)? By consulting with a specialist on animal behavioural remedies.

4. How can teamwork (2) be applied? By working with others on agreed tasks.

5. How can the use of mathematical ideas and techniques (2) be applied? By calculating resource requirements for specific tasks.

6. How can problem-solving skills (2) be applied? By observing animal behaviour and responding appropriately.

7. How can the use of technology (2) be applied? By using electronic equipment (e.g. scanners and microchip devices) to identify animals.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4202A Assess and impound animals
RUV4204A Manage conflict situations in an animal control and regulation environment

This unit of competency covers the process of handling and resolving disputes and / or conflict situations that may arise in activities undertaken by personnel operating in an animal control and regulation environment. It requires the ability to communicate well with others through negotiation and mediation and to have an appreciation of highly emotional circumstances.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Element | Performance Criteria
---|---
1 | Identify the **conflict situation**
1.1 | The conflict is identified, defined and recorded in accordance with organisational policies and procedures.
1.2 | Causes of dispute / conflict and harmful behaviour are anticipated and appropriate responses to prevent escalation are implemented.
1.3 | **Parties** involved in the conflict are identified.
1.4 | Issues of the conflict are identified and analysed.
1.5 | Proceedings to settle the dispute / conflict are instigated with minimal delay in accordance with [legislative requirements](#) and organisational procedures.
1.6 | Situations requiring assistance are identified and support is promptly requested.

2 | Negotiate **resolution**
2.1 | Conflict is addressed and resolved constructively using strategies that comply with organisational procedures.
2.2 | **Negotiation techniques** are used to maintain positive interaction and to divert and minimise aggressive behaviour.
2.3 **Effective communication techniques** are used to ensure third parties understand the information received.

2.4 **Social and cultural differences** are taken into account in the negotiation approach taken.

2.5 Assistance is requested as required for situations that cannot be resolved through negotiation or mutual resolution.

2.6 An accurate, complete and accessible record of the resolution is kept.

### 3 Evaluate response

3.1 Effectiveness of response is evaluated and reviewed in accordance with legal requirements and organisational procedures.

3.2 Systems, records and reporting procedures are followed in accordance with organisational procedures.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are some examples of <strong>dispute or conflict</strong> situations?</th>
<th>Animals off leash in an on-leash area, wandering at large, excessive barking, aggressive behaviour, animal attack and animal welfare situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some examples of the <strong>parties</strong> that may be involved?</td>
<td>Animal owner, non-animal owner, observer / witness and victim of aggressive animal behaviour (e.g. an attack).</td>
</tr>
<tr>
<td>What <strong>legislative requirements</strong> must be followed?</td>
<td>Federal and state or territory legislation and regulations, standards, codes of practice and local laws for animal control and regulation services and other associated legislative constraints.</td>
</tr>
<tr>
<td>What are possible <strong>resolutions</strong> to a dispute or conflict?</td>
<td>Keeping animals on leash, off leash in an off-leash area, higher fences, muzzle to stop barking, etc.</td>
</tr>
<tr>
<td>What <strong>negotiation techniques</strong> could be used?</td>
<td>Strategic questioning and listening to gather information and direct the focus of people involved; positive, confident and cooperative language; control of tone of voice and body language; language and concepts appropriate to the people involved; clear presentations of options and consequences; demonstrating flexibility and willingness to compromise; summarising positions of agreements to move towards understanding.</td>
</tr>
<tr>
<td>What <strong>effective communication techniques</strong> could be used?</td>
<td>Verbal and non-verbal communication, two-way interaction, constructive feedback, active listening, reflection and summarising.</td>
</tr>
</tbody>
</table>
What are some of the **social and cultural differences** that should be taken into account in dispute or conflict resolution?

Verbal and non-verbal communication, beliefs and values, religious or spiritual observances, relationships or family structures, social conventions, and codes of conduct.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- identify a dispute / conflict situation, its cause and the parties involved
- analyse the dispute / conflict and act to resolve it through negotiation and mediation
- communicate effectively with parties involved, using both verbal and non-verbal techniques
- comply with legislative requirements.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- relevant legislation
- organisational policies and procedures
- principles of negotiation and conflict resolution
- principles of cooperative teamwork
- principles of cultural awareness
- human behaviour and body language.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to use negotiation techniques to resolve dispute or conflict situations
- ability to analyse dispute or conflict situations
- ability to use effective communication techniques to resolve dispute or conflict situations and to ensure third parties understand the information received
- interpersonal skills to communicate, relate to and negotiate with a wide range of internal and external stakeholders from a wide range of social and cultural backgrounds
- literacy skills to read, interpret and apply relevant legislation and regulations
- literacy and information technology skills to record and report information regarding the situation
- oral communication skills / language competence to fulfil the job role including negotiation, questioning techniques, active listening, asking for clarification, acknowledging and responding to a range of views
- problem-solving skills to resolve the dispute / conflict situations.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *managing conflict situations in an animal control and regulation environment*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- a conflict situation regarding an animal, involving two or more human parties.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *manage conflict situations in an animal control and regulation environment* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within large or small organisations; city or rural councils; and with different conflict / dispute situations and resolutions.
### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Process Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How can <strong>communication of ideas and information</strong> (2) be applied?</td>
<td>Through discussion with third parties about the dispute / conflict situation.</td>
</tr>
<tr>
<td>2 How can <strong>information be collected, analysed and organised</strong> (2)?</td>
<td>Through observing the body language of third parties and using effective communication techniques.</td>
</tr>
<tr>
<td>3 How are <strong>activities planned and organised</strong> (2)?</td>
<td>By scheduling dispute resolution meetings.</td>
</tr>
<tr>
<td>4 How can <strong>teamwork</strong> (2) be applied?</td>
<td>By working with other team members on solutions and exchanging ideas and information.</td>
</tr>
<tr>
<td>5 How can the use of <strong>mathematical ideas and techniques</strong> (1) be applied?</td>
<td>By coordinating meetings and following strict timelines.</td>
</tr>
<tr>
<td>6 How can <strong>problem-solving skills</strong> (2) be applied?</td>
<td>By negotiating a resolution that is agreeable to all parties.</td>
</tr>
<tr>
<td>7 How can the <strong>use of technology</strong> (2) be applied?</td>
<td>By recording and reporting the situation and resolution.</td>
</tr>
</tbody>
</table>

### Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4205A

Euthanase sick, injured or unwanted pound animals

This unit of competency covers the process of euthanasing sick, injured or unwanted pound animals in a humane way that complies with safe operating practices and with ethical, welfare and legislative requirements. A person working at this level would be expected to conduct euthanasia of individual animals under predictable and controlled circumstances. The unit requires the ability to prepare for euthanasia of animals, carry out euthanasia, and clean and store equipment and materials. Euthanising animals requires knowledge of occupational health and safety (OHS) regulations, associated animal welfare legislation, safe practice in euthanasing animals, organisational standard operating procedures, detailed pharmacology of specific drugs, routine procedural techniques and handling of animals.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Note: Appropriate licences are required for those involved in training and assessment against this unit of competency.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare to euthanase an animal under supervision</td>
</tr>
<tr>
<td>1.1</td>
<td>Animal intended for euthanasia is identified in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Method selected for euthanasia is consistent with organisational policies and procedures and legislative requirements.</td>
</tr>
<tr>
<td>1.3</td>
<td>Equipment and materials required for euthanasia are kept and prepared in accordance with organisational procedures and legislative requirements.</td>
</tr>
<tr>
<td>1.4</td>
<td>Appropriate human assistance for the procedure is determined and gathered.</td>
</tr>
<tr>
<td>1.5</td>
<td>Hazards associated with the euthanasia are identified in accordance with OHS procedures.</td>
</tr>
<tr>
<td>1.6</td>
<td>Licences and permits required to conduct euthanasia are reviewed with the supervisor and obtained as required.</td>
</tr>
</tbody>
</table>
2 Carry out euthanasia of an animal

2.1 Personal protective and safety equipment is used in accordance with OHS standards and statutory requirements.

2.2 Equipment is handled and transported safely at all times in accordance with statutory requirements and industry practices.

2.3 Animal is physically restrained in a way that minimises its pain and distress.

2.4 Euthanasia method is applied according to the requirements of the task.

2.5 Euthanasia procedure is monitored to ensure that the animal’s death is rapid and without complications or undue suffering.

2.6 Organisational policies and procedures and relevant legislative requirements are followed.

3 Complete euthanasia

3.1 Death of animal is confirmed.

3.2 Carcass, if required for research or post-mortem examination, is handled in accordance with organisational policies and procedures and legislative requirements.

3.3 Animal carcass and biological waste not required are disposed of in accordance with organisational policies and procedures and legislative requirements.

3.4 Animal carcass is handled and moved in accordance with OHS requirements.

3.5 Equipment and materials are disposed of or are decontaminated, cleaned and stored in accordance with standard operating procedures.

3.6 Records relating to the euthanased animal are updated according to organisational requirements.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What methods of euthanasia are covered by this unit of competency? | Methods of euthanasia may include firearm, captive bolt or lethal injection. Premedication drugs (e.g. sedation), as well as drugs for euthanasia, are used when appropriate and may include barbiturate overdose techniques by intravenous, intraperitoneal or intracardiac injection. |

© Australian National Training Authority
What equipment and materials may be required to conduct euthanasia?

Firearms, captive bolts, drugs, syringes, needles, scales, clippers, syringe pole for distance injections, restraining devices, disposal units for used or expendable equipment and materials, stainless steel work surfaces are preferred while a rubber matting or similar non-slip surface is necessary.

The use of projectile injection devices is not included in this unit of competency.

What records may need to be kept?

Date, time, operator; animal description (e.g. age, breed / type, sex, colour, coat, size, weight, unique features); microchip search result; and animal history including the interval held, source location, etc.

What are the relevant statutory requirements that might impact on the euthanasia of animals?

Euthanasia of animals will be controlled by:

- local government regulations covering the transport and disposal of hazardous wastes
- organisational standard operating procedures.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- select a suitable method of euthanasia according to the size and number of animals and legislative constraints
- select the appropriate equipment and materials according to the method chosen
- euthanase animals in a humane, rapid and appropriate manner
- check animal to ensure that it is dead
- dispose of animal carcasses and biological waste not required for research or post-mortem purposes
- decontaminate, clean and store equipment and materials or dispose of them accordingly
- maintain records as required
- follow instructions.
**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- methods of euthanasia and their suitability for a range of species
- equipment and drugs commonly used for euthanasia
- standard operating procedures relating to restraining, handling, euthanasing and disposing of animals
- standard operating procedures relating to using, storing and transporting the equipment and drugs used when conducting euthanasia of animals
- anatomy and physiology of animals commonly euthanased, especially the routes of administration, life signs and aiming points for firearms and captive bolts
- boundaries of professional behaviour in dealing with own distress and grief in the workplace
- relevant state or territory legislation covering the use of therapeutic and controlled substances.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- handle and restrain animals
- monitor animal health and behaviour
- clean and decontaminate equipment, materials and facilities
- keep records and enter data
- follow safe work practices
- recognise stress in animals
- calculate solutions, dilutions, body weights and dose rates
- apply injection methods and techniques
- use different euthanasia equipment and materials including captive bolt, firearms and lethal injections.
**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *euthanasing sick, injured or unwanted pound animals*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- euthanasia equipment and materials relevant to the method chosen
- animals to be euthanased.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *euthanase sick, injured or unwanted pound animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within large or small organisations, city or rural councils and with different animals and different methods for euthanasia.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.
1. **How can communication of ideas and information (2) be applied?**
   - By completing relevant records.

2. **How can information be collected, analysed and organised (2)?**
   - By monitoring animal health and welfare during the procedure.

3. **How are activities planned and organised (2)?**
   - By completing the euthanasia procedure.

4. **How can teamwork (2) be applied?**
   - By following workplace procedures in a coordinated way.

5. **How can the use of mathematical ideas and techniques (3) be applied?**
   - By determining the dosage or concentration of substances required during the procedure.

6. **How can problem-solving skills (3) be applied?**
   - By monitoring the animal and taking appropriate steps to ensure death occurs without complications.

7. **How can the use of technology (2) be applied?**
   - By using relevant equipment throughout the procedure.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4206A Carry out pound procedures

This unit of competency covers the process of providing appropriate management of impounded and surrendered animals including receiving animals, maintaining pound hygiene, providing the appropriate level of care for animals and discharging animals accordingly. It requires the ability to gather information on the animals received, process appropriate documentation and ensure that the pound and its facilities are clean and that hygiene is maintained. It also requires an ability to provide care for animals within the pound and assist in the preparation of animals for discharge. Working within animal control and regulation requires knowledge of relevant legislation and organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Receive <strong>animals</strong></td>
<td>1.1 Animals are received at pound.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Information</strong> on animals is gathered and documented according to organisational policies and procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.3 Information on animals is transferred to organisational management / record-keeping system.</td>
</tr>
<tr>
<td></td>
<td>1.4 Animals’ temperament, health and condition are assessed.</td>
</tr>
<tr>
<td></td>
<td>1.5 Where possible, owners are contacted and effort is made to reunite animals with owners.</td>
</tr>
<tr>
<td>2 Maintain pound hygiene</td>
<td>2.1 Pound facility is cleaned and disinfected in accordance with organisational policies and procedures, including <strong>occupational health and safety (OHS) procedures.</strong></td>
</tr>
<tr>
<td></td>
<td>2.2 Animals are temporarily removed from housing whilst it is cleaned.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animals are cleaned and returned to housing.</td>
</tr>
</tbody>
</table>
2.4 All walkways, floors, fixtures and structures are cleaned, disinfected and maintained in line with organisational policies and procedures and legislative requirements.

2.5 Isolation procedures are carried out as per organisational policies and legislative requirements.

2.6 Waste is disposed of in line with legislative requirements.

2.7 Adequate levels of supplies are maintained.

3 Provide appropriate care for animals

3.1 Condition of animals is regularly checked and abnormalities are reported to supervisor immediately.

3.2 Appropriate housing, feed, water and veterinary care are provided.

3.3 Food, water and treatment regimes are provided in accordance with legislative requirements and / or veterinarian’s instructions.

3.4 Animals are handled in a safe, humane and ethical manner at all times.

3.5 Appropriate records are maintained in accordance with organisational policies and procedures.

4 Discharge animals

4.1 Animals’ temperaments are assessed pending discharge.

4.2 Animals are prepared and discharged in accordance with organisational policies and procedures and legislative requirements.

4.3 Documentation for discharges is prepared and legal requirements are met.

4.4 Information about care of the animals is provided to the new owners and animals are discharged.

4.5 Animals not discharged within a given period are prepared to be euthanased.

4.6 Clerical duties are carried out in accordance with organisational policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.
### What animals may be received at a pound?
Cats, dogs, livestock and birds.

### What information about an animal might be gathered or documented?
Breed, size, weight, colour, sex; identification device details, if applicable; registration details, if applicable; where found; how and why brought to pound; behaviour; and owner details.

### What type of OHS issues would be relevant in this context?
Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

- The provision of appropriate personal protective clothing and handling equipment.
- The handling of chemicals and medicines in the pound requires extra care to ensure safe work practices are maintained. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.
- Safe work practices are used when lifting and loading.

### What are examples of supplies that may need to be maintained?
Food, food supplements, chemicals, cleaning agents, bedding, water and animal exercise equipment.

### What may be involved in preparing to discharge an animal?
Desexing; microchipping; temperament testing; and providing veterinary checks, basic behavioural training and vaccinations.

### What clerical duties may be performed in a pound?
Handling cash, creating invoices and receipts, data entry into organisational information management record-keeping systems, and participating in marketing and advertising activities.

## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?
The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:
- carry out the admission of animals, including gathering information about animals and processing documentation
- assess animals’ temperament, health and condition
- clean and maintain hygiene of the pound, including animal enclosures, fixtures, fittings and walkways
- maintain pound supplies
- handle animals in an ethical and humane manner
• provide animals with appropriate nutritional food, water and treatment regimes
• provide appropriate housing for animals
• communicate effectively with clients, animal owners, staff and veterinarians
• assist in the preparation of animals for discharge
• discharge animals.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
<th>Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• working knowledge of the pound environment</td>
<td>• working knowledge of the pound environment</td>
</tr>
<tr>
<td>• animal health and hygiene</td>
<td>• animal health and hygiene</td>
</tr>
<tr>
<td>• organisational policies and procedures</td>
<td>• organisational policies and procedures</td>
</tr>
<tr>
<td>• legislative requirements, including codes of practice and Australian standards</td>
<td>• legislative requirements, including codes of practice and Australian standards</td>
</tr>
<tr>
<td>• animal requirements relating to feed, water and housing</td>
<td>• animal requirements relating to feed, water and housing</td>
</tr>
<tr>
<td>• animal behaviour for temperament assessment</td>
<td>• animal behaviour for temperament assessment</td>
</tr>
<tr>
<td>• indicators of animal wellbeing</td>
<td>• indicators of animal wellbeing</td>
</tr>
<tr>
<td>• indicators of diseases and zoonoses, signs and effects</td>
<td>• indicators of diseases and zoonoses, signs and effects</td>
</tr>
<tr>
<td>• working knowledge of the hazards associated with the use / misuse of medicines</td>
<td>• working knowledge of the hazards associated with the use / misuse of medicines</td>
</tr>
<tr>
<td>• working knowledge of disinfectants, cleaning agents and techniques</td>
<td>• working knowledge of disinfectants, cleaning agents and techniques</td>
</tr>
<tr>
<td>• animal identification techniques.</td>
<td>• animal identification techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to undertake clerical and administrative duties</td>
<td>• ability to undertake clerical and administrative duties</td>
</tr>
<tr>
<td>• ability to handle animals and use animal handling techniques</td>
<td>• ability to handle animals and use animal handling techniques</td>
</tr>
<tr>
<td>• ability to deal with conflict situations with owners and members of the public</td>
<td>• ability to deal with conflict situations with owners and members of the public</td>
</tr>
<tr>
<td>• ability to develop a working rapport with animals</td>
<td>• ability to develop a working rapport with animals</td>
</tr>
<tr>
<td>• ability to maintain the highest standards of pound management, hygiene and animal care</td>
<td>• ability to maintain the highest standards of pound management, hygiene and animal care</td>
</tr>
</tbody>
</table>
ability to complete procedures required before the discharge of an animal as appropriate and in accordance with state or territory legislation
ability to use and record the use of chemicals and medicines, in accordance with relevant state or territory legislation
ability to identify abnormal animal behaviour
communication skills to relate to people from a range of social and cultural backgrounds and with a range of physical and mental abilities
literacy skills to read and follow OHS and infection-control procedures and other policies and procedures, and record details and information in an accurate manner
ability to undertake temperament assessment of animals
oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, asking for clarification and consulting with a veterinarian
numeracy skills to complete basic arithmetic calculations and measure volumes
problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carrying out pound procedures. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- animals normally found within a pound.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.
The skills and knowledge required to carry out pound procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within large or small, city or rural pounds and council-operated or private pounds containing different animals.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
Through discussions with staff, animal owners and / or potential animal owners.

2 How can information be collected, analysed and organised (2)?
By compiling animal information, recording data and coordinating the animal discharge.

3 How are activities planned and organised (2)?
By implementing food, water and treatment regimes for a range of pound animals.

4 How can teamwork (1) be applied?
By cooperating with co-workers and internal and external stakeholders (e.g. dog owners) to ensure the smooth running of the pound.

5 How can the use of mathematical ideas and techniques (1) be applied?
By accurately measuring the cleaning agents and disinfectants to be used and by carrying out revenue collection and receipting processes.

6 How can problem-solving skills (2) be applied?
By resolving animal discharge and impounding issues.

7 How can the use of technology (2) be applied?
By recording animal information in electronic management information and record-keeping systems.
Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

LGAEHRR304A Operate and maintain pound facilities
RUV4207A  Conduct community awareness programs

This unit of competency covers the process of contributing to the development and improvement of community awareness programs as well as preparing, delivering and evaluating programs to increase community awareness on matters relating to animal control and regulation. It requires an ability to research information, prepare materials and deliver programs in order to meet the needs and expectations of the community.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Community consultation is conducted.</td>
</tr>
<tr>
<td>1.2</td>
<td>Specific information needs and expectations of the community are identified.</td>
</tr>
<tr>
<td>1.3</td>
<td>Suggestions for changes / improvements to community awareness programs are provided.</td>
</tr>
<tr>
<td>1.4</td>
<td>Contributions are made to the production of new and / or improved program materials and methods.</td>
</tr>
<tr>
<td>1.5</td>
<td>Reports on progress of community awareness programs are publicised and community input / feedback is encouraged.</td>
</tr>
<tr>
<td>2.1</td>
<td>Details of community requirements and expectations are clarified and confirmed to ensure programs meet their needs.</td>
</tr>
<tr>
<td>2.2</td>
<td>Objectives of programs are determined in consultation with relevant personnel.</td>
</tr>
<tr>
<td>2.3</td>
<td>Research to gather materials for presentation is conducted.</td>
</tr>
<tr>
<td>2.4</td>
<td>Draft programs are structured and checked with supervisor where required.</td>
</tr>
<tr>
<td>2.5</td>
<td>Programs are finalised and accepted in accordance with organisational policies and procedures.</td>
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<td></td>
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<td>---</td>
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</tr>
<tr>
<td>2.6</td>
<td>Relevant <strong>equipment, aids and materials</strong> to be used are identified, sourced and organised.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Deliver community awareness programs</strong></td>
</tr>
<tr>
<td>3.1</td>
<td>Information is presented in a clear and logical sequence.</td>
</tr>
<tr>
<td>3.2</td>
<td>Programs are conducted using effective <strong>public speaking techniques</strong>, age-appropriate information and recognised principles of group learning appropriate to the <strong>community</strong>.</td>
</tr>
<tr>
<td>3.3</td>
<td>Relevant equipment is operated correctly and marketing aids and materials are used effectively to assist the community in understanding the programs.</td>
</tr>
<tr>
<td>3.4</td>
<td>Opportunities are provided for the community to seek clarification on points.</td>
</tr>
<tr>
<td>3.5</td>
<td>Questions are answered and supplemented with relevant information where possible.</td>
</tr>
<tr>
<td>3.6</td>
<td>Queries outside the area of responsibility or expertise are referred to relevant personnel / area.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Evaluate the delivery of community awareness programs</strong></td>
</tr>
<tr>
<td>4.1</td>
<td>Community understanding and responses to the programs are assessed.</td>
</tr>
<tr>
<td>4.2</td>
<td>Feedback from the community and observers is analysed.</td>
</tr>
<tr>
<td>4.3</td>
<td>Recommendations for changes / improvement to the community awareness programs are made.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What are the reasons for conducting **community consultations**? | To raise community awareness of a particular issue (e.g. new legislation or new organisation priorities, etc); to determine what the community expects of pet owners, what pet owners expect of the community and what both expect from the organisation or council; and to involve the community in the development or redevelopment of programs. |
| What are examples of **community awareness programs**? | Community awareness programs in animal control and regulation are intended to improve communication between council and the community and involve three key issues: responsible pet ownership, community pet owner facilities, and council enforcement and regulation services. |
Responsible pet ownership may include sensible pet preselection, puppy socialization, adequate dog training, environmental enrichment, remedial measures for routine animal behaviour problems, self-help groups, concepts of owners’ obligations and responsibilities and the council’s overall strategy for community pet management.

Community pet owner facilities may include dog training facilities; off-leash areas; faecal litter waste management; agility and tracking parks; public communication conduits including web sites, newspapers and electronic media; and waterway and beach access provisions.

Council enforcement and regulation services may include local laws in general; the council’s position on compliance expectation and schedules of infringement penalties; direct and simple explanations of fence laws, leash laws, excessive bark prevention and dangerous dog controls.

Other community awareness programs may include information on pet owner obligations and community expectations, promotion of the benefits of providing appropriate environmental enrichment for pets, conveying key messages about animal welfare and competent pet ownership, providing structured classes for dog obedience instruction, and recommending remedial measures to counter nuisance behaviour in pet animals.

### What possible target audience in the community could there be?

The target audience groups may include conferences, schools (pre, primary and high) and community forums. They may also include groups such as police, Australia Pos and emergency services (e.g. fire and ambulance).

Persons included in these groups may be adults, including senior citizens; children, including preschool children; community groups; people from culturally and linguistically diverse backgrounds; and people with disabilities.

### What are examples of equipment, aids and materials?

Equipment may include video and audio-recordings, overhead projector, data projector and whiteboard.

Aids and materials may include models, diagrams, charts and posters, overhead transparencies, data projector slides / shows, handouts, show bags, pamphlets, CD-ROMs, newsletters, media articles, videos, information kits and web site material.

### What are some examples of public speaking techniques?

Pace of speech, tone of voice, inflection, accent, eye contact, body language and audience interaction.
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- conduct community consultations to determine needs and expectations
- contribute to the development / improvement of community awareness programs and associated materials
- conduct research and gather materials to develop programs for presentation
- use relevant presentation equipment, materials and aids
- present programs to the community using effective public speaking and communication techniques
- gather community feedback and evaluate the delivery of programs.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- legislation relevant to the subject matter of the presentation
- relevant and current community awareness programs
- organisational policies and procedures relating to presenting information to the public
- range of presentation aids and materials available to support the presentation
- data collection methods to support the development of materials
- range of communication strategies
- technical information relevant to the presentation or subject matter
- principles of learning for children and adults.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- literacy and information technology skills to prepare presentation information and materials
- communications skills to present the information to the target audience including questioning, clarifying and rephrasing
- public speaking skills
- presentation skills and techniques
- interpersonal skills to communicate with and relate to a wide range of internal and external stakeholders from a wide range of social and cultural backgrounds and with a range of physical and mental abilities
- literacy skills to read, interpret and apply relevant legislation and regulations
- problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in conducting community awareness programs. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- presentation equipment, materials and aids
- community awareness programs
- community and / or target audience when delivering presentation.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.
The skills and knowledge required to *conduct community awareness programs* must be *transferable* to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within large or small organisations, city or rural councils, different communities and with different target audiences, subject matter and programs.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the *key competencies*, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   - By collecting and preparing information to be presented to the target audience.

2. **How can information be collected, analysed and organised (2)?**
   - By using presentation aids and materials to support the key points to be addressed.

3. **How are activities planned and organised (3)?**
   - By planning the presentation and ensuring all materials and equipment are available.

4. **How can teamwork (2) be applied?**
   - By seeking assistance from others in the preparation of materials.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By reading and preparing tables, graphs, etc for use in program research or presentation.

6. **How can problem-solving skills (2) be applied?**
   - By adjusting the presentation during delivery to meet the needs of the target audience.

7. **How can the use of technology (2) be applied?**
   - By preparing materials for the presentation and using technology such as an overhead projector during the presentation.
Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
Coordinate seizure of animals

This unit of competency covers the process of coordinating a seizure plan and the seizing of animals that may be aggressive, dangerous, injured or large. It principally involves non-routine situations involving aggressive dogs and livestock and requires the ability to assess a given situation, coordinate an appropriate action plan and seize the animals. It also requires an ability to use equipment such as portable yards, traps, firearms, capture guns and restraining drugs. When using firearms, capture guns and restraining drugs, one must be able to make decisions about the most appropriate equipment to use, act upon that decision, use the equipment with confidence and accuracy and then target the correct location of the animal. Working within animal control and regulation requires knowledge of relevant legislation and organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Note: Appropriate licences and permits are required for those involved in training and assessment against this unit of competency.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Assess the situation</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Circumstances pertaining to the seizure situation are noted and recorded.</td>
</tr>
<tr>
<td>1.2</td>
<td>Organisational policies and procedures and legislative requirements are followed at all times.</td>
</tr>
<tr>
<td>1.3</td>
<td>Safety of self, assistants, the public and target animals is maintained.</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Seizure plan</strong> is determined in consultation with colleagues and other <strong>relevant personnel</strong>.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Coordinate the seizure plan</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Backup from appropriate personnel is requested.</td>
</tr>
<tr>
<td>2.2</td>
<td>Appropriate area is quarantined if required to minimise risk to self, assistants, the public and target <strong>animals</strong>.</td>
</tr>
<tr>
<td>2.3</td>
<td>Professional assistance and / or advice are sought if required.</td>
</tr>
<tr>
<td>2.4</td>
<td>Emergency services personnel are notified and if necessary involved.</td>
</tr>
</tbody>
</table>
2.5 **Occupational health and safety (OHS) and emergency procedures** relating to the seizure are put into place.

| 3 | Capture animals | 3.1 Personnel assisting in the seizure are given appropriate instructions. |
|   |                 | 3.2 Appropriate equipment is selected, unpacked and prepared in accordance with manufacturers’ requirements. |
|   |                 | 3.3 Drug doses for sedation and/or immobilisation are calculated and prepared. |
|   |                 | 3.4 **Equipment** is used legally, correctly and safely to capture animals in an ethical and humane manner. |
|   |                 | 3.5 Animals are secured, restrained, loaded and **transported** humanely. |
|   |                 | 3.6 Animals are unloaded and secured at holding destination. |
|   |                 | 3.7 Deceased animals are disposed of in accordance with organisational and legislative requirements. |
|   |                 | 3.8 Drugged animals are handled appropriately, examined for health and welfare problems and, if necessary, recovery treatment is given. |
|   |                 | 3.9 Relevant licences and permits for the use of drugs and equipment are held by the user. |

| 4 | Complete post-seizure procedures | 4.1 Equipment is cleaned, maintained and stored in accordance with organisational policies and procedures. |
|   |                                  | 4.2 Drugs used for sedation and/or immobilisation are stored in accordance with organisational policies and procedures and legislative requirements. |
|   |                                  | 4.3 If relevant, owners of animals are notified, followed up and further **action** is taken if required. |
|   |                                  | 4.4 Appropriate documentation about the incident is completed and entered into relevant management systems. |
|   |                                  | 4.5 Supervisor is briefed on incident if appropriate and necessary. |
|   |                                  | 4.6 Seizure plan and capture are reviewed if required, to ensure improved performance in the future. |
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What might **assessing the situation** involve? | Assessment of a given situation might include consideration of the safety of members of the public, self, team members and animals; road safety; environmental issues concerning residential properties, public facilities, open spaces, roads, etc; circumstances such as aggressive / large / injured animal, crowded place, time of day; type, size and number of animals to be seized; and the health and wellbeing of animals to be seized. |
| What things may be considered in the development of the **seizure plan**? | The development of the seizure plan may include consideration of risk issues involved; making the area safe (e.g. roadway where traffic needs to be stopped); urgency (e.g. how quickly resolution is required); whether the situation can be quarantined; if better arrangements can be made for a later time; appropriate capture strategy and methods for the circumstances; number of personnel available to assist and their relevant skills; involvement of other emergency services personnel (e.g. police, paramedics and fire and rescue); availability of equipment and qualified equipment operator; number, type, size, weight and height of animals; animals’ behaviour such as fear, panic or aggression; injuries animals might have sustained; legislative requirements; immediate area (e.g. paddock, main road, etc); role of participants in the seizure; restraint procedures; transport requirements; where animal will be taken or disposed of in the event of its death; and relevant documentation to be completed. |
| What **capture equipment** might be required and how might it be used? | The equipment used in securing or restraining livestock and / or large animals would include demountable yards, temporary fencing, stock transporter vehicles, winch loaders, trail bikes, nets, bells and horns, catch poles, traps, leads, bribes such as food, ropes, halters and headstalls, hessian bags / woolpacks, protective clothing and cages. The equipment used in routine dog capture techniques to restrain dogs that are not manageable would include trapping devices. |
In some situations, and when permitted by legislation, restraining drugs (e.g. tranquillisers or anaesthetics) may need to be remotely administered to livestock or unmanageable dogs via projectile firing devices (e.g. firearm or capture gun) and using a limited number of the most appropriate drugs.

On occasions where no other reasonable option exists, animals that can’t be effectively restrained may need to be shot dead where they are.

*Appropriate licences and permits must be held by the user and relevant records must be kept in accordance with legislation and standard operating procedures.*

<table>
<thead>
<tr>
<th>What personnel could be included in the consultations?</th>
<th>Animal control officers, other council staff, veterinarians, wildlife officers, police, emergency services such as fire and ambulance and relevant state department officers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What animals would be involved in this unit?</td>
<td>Large animals may include livestock (e.g. cattle, horses and sheep), kangaroos, camels and emus and may also include escaped circus animals.</td>
</tr>
<tr>
<td></td>
<td>Aggressive animals in most cases would refer to dogs but may include livestock or escaped circus animals.</td>
</tr>
<tr>
<td></td>
<td>Dangerous animals could include snakes, aggressive animals or escaped circus animals. Animals not normally dealt with should also be treated as dangerous animals on approach by an officer to ensure the safety to the officer and bystanders.</td>
</tr>
<tr>
<td></td>
<td>Injured animals may include all of the above as well as wildlife and / or native animals.</td>
</tr>
<tr>
<td>What type of OHS and emergency procedures could be relevant?</td>
<td>The capture and seizure of animals in animal control and regulation has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.</td>
</tr>
<tr>
<td></td>
<td>The handling of chemicals and firearms requires extra care to ensure safe work practices are maintained.</td>
</tr>
<tr>
<td></td>
<td>Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Protocols for safe work practices include animal hazard identification and animal handling.</td>
</tr>
</tbody>
</table>
Animal control and regulation environments may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

Policies and procedures are followed in selecting appropriate drugs and administering them in a safe and humane manner.

Emergency procedures would relate to the potential escape of an animal or injury to an animal, other animals, staff and potentially the public.

What is involved in transporting animals?

Loading animals into vehicles; applying appropriate restraints; in some cases an officer may have to feed, water and / or provide temporary housing for the animal (this will depend on the opening hours of the end destination that may include a veterinary clinic or pound).

What types of action may be taken?

Action may include discussion with owners in respect to their responsibilities and the animal’s future, retrieval process of an animal and legal proceedings.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- assess a situation to determine an appropriate seizure plan to be implemented
- coordinate a seizure plan including requesting backup / assistance as required and minimising risk to self, bystanders, the public and target animal
- capture a range of dangerous, aggressive, large or injured animals
- use capture / seizure, restraint, sedation and transportation equipment / devices in a safe manner
- communicate effectively with bystanders and the personnel involved in the seizure
- administer drugs remotely to seize animals as required and permitted by legislation
• keep accurate records of seizure
• prepare brief for supervisor after the event as required by organisational policies and procedures.

| What specific knowledge is needed to achieve the performance criteria? | Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
|---|---|
|  | • equipment, methods and strategies for seizing, restraining and transporting animals
|  | • relevant legislation and codes of practice relating to the capture / seizure and transportation of animals
|  | • organisational policies and procedures, including OHS
|  | • health, hygiene, diseases and zoonoses
|  | • animal stress and threat signs (e.g. aggression)
|  | • animals’ interpretation of human body language when being approached
|  | • appropriate capture and restraint methods for different animals
|  | • specific restraint drugs, their pharmacology, antidotes, dose rates, methods of administration and effects (to both animals and humans in case of error)
|  | • use of equipment including firearms, capture guns and anaesthetic agents
|  | • importance of maintaining equipment
|  | • relevant health legislation and drug use regulations.

| What specific skills are needed to achieve the performance criteria? | To achieve the performance criteria, some complementary skills are required. These skills include:
|---|---|
|  | • ability to implement organisational policies and procedures
|  | • ability to develop a seizure plan quickly in consultation with others
|  | • ability to capture / seize animals
|  | • ability to use safe handling techniques
• ability to calculate doses of specific drugs and administer medications
• ability to use firearms safely and with accuracy
• ability to administer specific drugs where permitted by legislation
• ability to estimate target animals’ body weights sufficient to calculate drug doses
• ability to procure, store and record use of specific drugs and dispose of discarded materials
• ability to maintain tools and equipment in accordance with manufacturers’ specifications
• ability to coordinate others
• ability to demonstrate a mature approach to the daily application of safe work practices
• literacy skills to read and interpret relevant legislation
• interpersonal skills to relate to people from other related agencies
• excellent teamwork skills
• oral communication skills to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification from third parties and reporting to supervisor
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in coordinating seizure of animals. One must also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions
• equipment and resources normally used in the workplace
• range of dangerous, aggressive, large and / or injured animals
• relevant equipment used for seizure / capture, restraint, sedation and transportation
relevant safety equipment, including personal protective equipment.

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<td>The skills and knowledge required to coordinate seizure of animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include the seizure of aggressive, large, dangerous or injured animals.</td>
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<th>What processes should be applied to this unit of competency?</th>
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</tr>
</tbody>
</table>

1 How can communication of ideas and information (3) be applied? Through discussion with team members, stakeholders and other agencies about the seizure plan.

2 How can information be collected, analysed and organised (2)? By determining the correct seizure technique based on the analysis of a range of information.

3 How are activities planned and organised (3)? By planning the seizure procedure.

4 How can teamwork (2) be applied? By working with others on agreed tasks.

5 How can the use of mathematical ideas and techniques (2) be applied? By using arithmetic calculations when preparing dosages for the administration of medications.
6 **How can problem-solving skills (3) be applied?**

By analysing the animal and its situation to determine the best approach to seizure.

7 **How can the use of technology (2) be applied?**

By using electronic databases and the Internet for accessing information and applying that information to management systems, using two-way radios, mobile phones and other electronic equipment.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4202A Assess and impound animals
RUV4209A Prepare and present animal control and regulation case

This unit of competency covers the process of conducting interviews, preparing evidence and presenting evidence for animal control and regulation cases. It requires the ability to interview and record statements from witnesses and suspects, collect information relating to the case, identify admissible evidence and prepare case briefs. It also requires an ability to prepare for case proceedings, present evidence and follow up on the outcomes of the proceedings. Working within animal control and regulation also requires knowledge of relevant legislation and organisational policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
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<tbody>
<tr>
<td>1 Conduct interview</td>
<td>1.1 <strong>Purpose of interview</strong> is determined.</td>
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<tr>
<td></td>
<td>1.2 Venue, <strong>equipment</strong> and <strong>personnel</strong> for conducting interview are selected and prepared in accordance with organisational and legislative requirements.</td>
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<td>1.3 <strong>Interviewee</strong> is informed of the interview and their rights in accordance with legislative requirements.</td>
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<td>1.4 Comprehensive questions relevant to the situation and interviewee are asked using appropriate questioning techniques.</td>
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<td></td>
<td>1.5 Interview is recorded and statement is taken in accordance with organisational and legislative requirements.</td>
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<td></td>
<td>1.6 Information obtained from the interview is reviewed and clarified to ensure relevance and sufficiency.</td>
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<td></td>
<td>1.7 Record of interview is produced in accordance with organisational and legislative requirements once interview is concluded.</td>
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<td></td>
<td>1.8 Assistance from supervisor and / or experts is sought where required.</td>
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<td></td>
<td>Prepare evidence</td>
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<td>Present evidence</td>
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</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are possible purposes of interviews?</th>
<th>Some examples of the purpose of conducting an interview include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• to ascertain facts surrounding an incident and gather evidence</td>
</tr>
</tbody>
</table>
- to determine the appropriate action required to ensure public safety
- to ensure compliance with legislative requirements.

| What equipment and/or personnel may be used in conducting interviews? | Equipment used to record an interview may include electronic equipment, computers, computer notebooks and recording medium (e.g. audiotapes and videotapes).
Personnel involved in conducting an interview may include interpreters; police officers to gain entry, serve warrants, etc; corroborating officers; and guardians and parents if minors are involved. |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Who could be a possible interviewee?</td>
<td>An interviewee may include witnesses, suspects, informants or complainants.</td>
</tr>
</tbody>
</table>
| What are examples of admissible evidence? | There are two forms of admissible evidence.
Direct evidence: includes evidence and statements from those present at the time who may have heard, seen, smelt, tasted or felt something in relation to the incident and may include things that were in place at the time (e.g. gates and fences).
Circumstantial evidence: includes what was thought to have existed at the time but may no longer be there and cannot be backed up by direct evidence. |
| What could be involved in coordinating witnesses? | Issuing witness summonses and maintaining contact with witnesses to ensure their cooperation, communication and attendance at court / tribunal. |
| What information is required in a brief of evidence? | Precedents, relevant sections of legislation, witness statements, records of interview, admissible evidence and other evidence. |

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**
The critical requirements that are valuable for this unit of competency as a whole are listed below.
Assessment must confirm one’s ability to:
- conduct and record interviews and statements from interviewees, including witnesses, suspects, informants or complainants
- communicate effectively with interviewees using active listening and questioning techniques
- gather information on the case and identify admissible evidence
- prepare an evidence brief
• present evidence at proceedings
• follow the rules of evidence and protocols relevant to the case
• maintain accurate records in accordance with organisational policies and procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

• legislation relevant to the organisation and the case
• legislative and organisational requirements for the conduct of interviews, including electronic recording equipment
• legislative and organisational requirements for the documentation of interviews, information and evidence
• legislative requirements for presenting evidence
• organisational policies and procedures relating to the preparation of documents and evidence, and providing expert opinion
• admissible evidence
• burden of proof
• court / tribunal / commission procedures, protocols and processes
• rules of evidence
• requirements of a brief of evidence
• common law versus judicial precedent versus legislation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

• interviewing and questioning techniques
• communication techniques including engaging in complex exchanges of oral information, varying style and language structure to suit a range of interviewees and ‘verbal judo’ techniques
• ability to resolve conflict situations
- ability to operate complex technical and electronic equipment to record interviews where necessary
- ability to prepare and write complex documents (e.g. witness statements and briefs of evidence) that reflect key points made in oral statements
- ability to write reports using formal structures and language
- ability to make comparisons and exercise judgement about facts in written materials
- ability to analyse, research and take notes
- ability to present evidence clearly and concisely
- literacy skills to read, select and implement organisational policies and procedures and legislative requirements; follow sequenced written instructions; and record information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation including negotiation, questioning techniques, active listening, acknowledging and responding to a range of views
- problem-solving skills to use available resources and prioritise tasks.

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
<th>For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in preparing and presenting animal control and regulation case. One must also have access to the resources listed below that include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- an appropriate workplace or an environment that reproduces normal work conditions</td>
</tr>
<tr>
<td></td>
<td>- equipment and resources normally used in the workplace</td>
</tr>
<tr>
<td></td>
<td>- a relevant animal control and regulation case that requires preparation (e.g. taking statements and gathering evidence) and presentation (e.g. to a court, tribunal, etc)</td>
</tr>
<tr>
<td></td>
<td>- interviewee (suspect, witness, informant or complainant) and interview equipment</td>
</tr>
</tbody>
</table>
- evidence, including admissible evidence.

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to prepare and present an animal control and regulation case must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include different cases, different types of interviewees, evidence and different outcomes. |
|---|---|

| What considerations should there be for context of assessment? | Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
|---|---|

<table>
<thead>
<tr>
<th>What processes should be applied to this unit of competency?</th>
<th>There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.</th>
</tr>
</thead>
</table>

1 How can communication of ideas and information (3) be applied? | By seeking advice from supervisors and / or experts in relation to the case. |

2 How can information be collected, analysed and organised (3)? | By preparing reports to supervisors and / or experts that contain recommendations for prosecution. |

3 How are activities planned and organised (3)? | By coordinating and managing interviewees and witnesses. |

4 How can teamwork (2) be applied? | By working with and supervising others on agreed tasks. |

5 How can the use of mathematical ideas and techniques (0) be applied? | Not applicable. |
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills</strong> <em>(3)</em> be applied?</td>
<td>By resolving admissible and non-admissible evidence issues.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> <em>(2)</em> be applied?</td>
<td>By using electronic equipment to record interviews.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
**RUV4401A**  
**Design and evaluate interpretive and learning programs**

This unit of competency covers the process of designing and evaluating interpretive and learning programs for a captive animal institution. Programs would aim to provide exemplary learning opportunities that connect people to nature.

The unit is aimed at the senior or more experienced keeper or training staff member with extensive zoo keeping or related experience.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the transference and application of theoretical concepts and/or technical or creative skills to a range of situations. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Identify and design priority <strong>interpretive and learning programs</strong></td>
<td>1.1 Australasian Regional Association of Zoological Parks (ARAZPA) and institutional interpretive and learning policies are accessed and reviewed, and objectives are aligned to the institutional strategic plan.</td>
</tr>
<tr>
<td></td>
<td>1.2 Priorities for interpretive and learning programs are established in consultation with management.</td>
</tr>
<tr>
<td></td>
<td>1.3 Internal and external <strong>resources</strong> are identified and accessed.</td>
</tr>
<tr>
<td></td>
<td>1.4 Programs are <strong>designed</strong> in consultation with relevant personnel to meet the learning objectives of the target audience.</td>
</tr>
<tr>
<td></td>
<td>1.5 Programs are demonstrated and approved for development by management.</td>
</tr>
<tr>
<td><strong>2</strong> Develop and deliver <strong>interpretive and learning programs</strong></td>
<td>2.1 Communication methods and materials for delivery are developed, noting relevant <strong>occupational health and safety</strong> (OHS) requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Staff members are trained and provided with ongoing professional development to deliver and support the programs.</td>
</tr>
<tr>
<td></td>
<td>2.3 Programs are trialled where appropriate and feedback is incorporated into the final draft.</td>
</tr>
</tbody>
</table>
2.4 Programs are printed or displayed and promoted in accordance with institutional policies and procedures.

3 Review and evaluate the programs or material

3.1 Programs or other interpretive material are presented to relevant client groups.
3.2 Feedback from a variety of sources is collected, collated and analysed on a regular basis.
3.3 Programs or displays are improved and updated in accordance with institutional policies and procedures.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may <strong>interpretive and learning programs</strong> include?</th>
<th>Interpretive and learning programs may include conservation programs, learning technologies, interactive programs, web site information, outreach programs, special events, online learning, family learning programs, keeper talks and other presentations, signage and brochures, publications, preschool and community programs, schools education (on or off site), holiday programs and tours.</th>
</tr>
</thead>
</table>
| What **resources** may be accessed? | Internal resources may include content experts, educational personnel and existing materials and programs.  

External resources may include ARAZPA educational policy and support materials, ARAZPA education specialist advisory groups, other institutions’ programs and materials and Internet material. |
| What may be considered when **designing** programs or material? | When designing programs or material consideration should be given to the programs’ objectives, target groups, learning principles, levels of interaction required, the budget and instructional design principles. |
| What type of **OHS** issues would be relevant in this context? | Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.  

The safety of self and others must be a primary consideration if programs require the handling of animals. Programs should incorporate adherence to the institution’s OHS policies and procedures. |
Safe work practices should be used in packaging and handling loads, including animals. Appropriate safe handling techniques should be used to reduce muscle load on exertion.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage.

Keyboard work can cause injury unless the operator is aware of ergonomic issues and the importance of adequate lighting, heating and ventilation. Regular breaks from the keyboard should be taken to avoid injury.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:
- design, develop and promote interpretive and learning programs in consultation with others
- trial and deliver a range of interpretive and learning programs to a wide range of audiences
- review and improve interpretive and learning programs based on feedback.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include a sound working knowledge of:
- institutional policies and procedures, in particular interpretive and learning policies
- ARAZPA education policy and support materials
- learning principles, strategies and technologies
- teaching strategies
- instructional design principles
- animal welfare and ethics
- exhibit design theories.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to relate to and communicate with the full range of clients
- ability to design a range of interpretive and learning programs and materials
- ability to critically evaluate interpretive and learning programs
- training and facilitation skills
- literacy skills to read and implement institutional policies and procedures; develop sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- excellent written skills
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- oral communication skills / language competence to fulfil the job role as specified by the institution, including negotiation and questioning techniques, active listening, asking for clarification from client groups and acknowledging and responding to a range of views
- problem-solving skills to use available resources and present information in a format appropriate for the audience.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in designing and evaluating interpretive and learning programs. One must also have access to the resources listed below that include:

- ARAZPA education policy and support materials
- institutional policies and procedures, including the institution’s strategic plan
- learning materials, resources and equipment to develop and deliver interpretive and learning programs
- audiences and appropriate venues for program delivery.
### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to design and evaluate interpretive and learning programs must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where: 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   - By designing interpretive and learning programs based on clients’ needs.

2. **How can information be collected, analysed and organised (2)?**
   - By researching interpretive and learning program requirements.

3. **How are activities planned and organised (3)?**
   - By applying instructional design principles to the design of interpretive and learning programs.

4. **How can teamwork (2) be applied?**
   - By working with others to develop effective learning strategies.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By evaluating statistical information for inclusion in programs.

6. **How can problem-solving skills (3) be applied?**
   - By designing interpretive and learning programs for a wide range of clients within budgetary constraints.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 How can the use of technology (2) be applied?</td>
<td>By using electronic equipment to develop learning resources.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

Training units within the BSZ40198 Certificate IV in Assessment and Workplace Training
RUV4402A Implement collection management

This unit of competency covers the process of contributing to and implementing regional collection plans within the institution, by ensuring that breeding environments and programs are monitored carefully and that the transportation of animals between captive animal institutions is managed effectively.

The unit is aimed at the senior or more experienced keeper with extensive zoo keeping or related experience.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Action collection plans</td>
<td>1.1 Regional and institutional collection plan objectives are reviewed and implemented within own area of responsibility.</td>
</tr>
<tr>
<td></td>
<td>1.2 In-house <strong>husbandry manuals and studbooks</strong> are prepared and / or updated as requested or required.</td>
</tr>
<tr>
<td></td>
<td>1.3 Communication with relevant internal and external personnel is maintained to ensure appropriate breeding environments.</td>
</tr>
<tr>
<td></td>
<td>1.4 Breeding programs are monitored and reviewed in accordance with the collection plan objectives.</td>
</tr>
<tr>
<td></td>
<td>1.5 Accurate section records are maintained in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>2 Identify and transport animals between facilities</td>
<td>2.1 <strong>Identification techniques</strong> are selected and applied correctly to identify animals.</td>
</tr>
<tr>
<td></td>
<td>2.2 Animal transactions and security are managed in accordance with the Australasian Species Management Program (ASMP), International Air Transport Association (IATA) regulations and occupational health and safety (OHS) requirements.</td>
</tr>
</tbody>
</table>
2.3 Accurate records of transactions are kept in accordance with institutional policies and procedures.

3 Contribute to collection planning policies

3.1 Species management and collection planning policies are analysed.

3.2 **Contribution** to collection planning policies and procedures is provided as required.

3.3 Endorsed policies are discussed and disseminated to staff in accordance with institutional policies and procedures.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What are **collection plans**?

Collection plans are developed at a regional and institutional level and need to consider species management plans, regional captive management plans, interpretive plans, available facilities, conservation issues, education programs and visitors’ experiences of particular captive animal facilities.

What are **husbandry manuals and studbooks**?

Husbandry manuals may include how to house individual species and details of their biology, behaviour and requirements in captivity; reproductive biology; distribution; and appropriate capture and restraint methods.

Studbooks may include identifiers such as sex, identities of both parents and birth and death dates. They may also include the full transaction history and any information unique to the species such as any data on the reproductive potential of living animals.

Who are **internal and external personnel**?

Internal and external personnel may include keepers within the section, in other sections and keepers in charge; management; veterinarians; record keepers; species contacts (in-house and regional) and coordinators; husbandry coordinators; studbook keepers; and Taxon Advisory Group contacts and coordinators.

Which **identification techniques** may be used?

Identification techniques may include microchipping, ear tagging, branding, banding and tattooing.

What type of **OHS** issues would be relevant in this context?

Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.
Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

Keyboard work can cause injury unless the operator is aware of ergonomic issues and the importance of adequate lighting, heating and ventilation. Regular breaks from the keyboard should be taken to avoid injury.

**How may contributions be made?**

Contributions may include individual research into and evaluation of current policies and procedures, feedback from staff on draft policies and procedures, providing feedback on draft institutional and regional collection plans and undertaking professional development roles with the ASMP.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- analyse collection plans and contribute to their review and implementation
- communicate effectively with staff on breeding programs
- develop and review husbandry manuals and studbooks
- manage the transportation of animals between captive animal institutions
- maintain accurate records.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional collection planning policies and procedures and other relevant policies and procedures, including OHS
- relevant international, federal and state or territory legislation and codes of practice
- working knowledge of international agreements and conventions including the World Zoo Conservation Strategy and the International Union for Conservation of Nature and Natural Resources conservation status categories
- the role of the Australasian Regional Association of Zoological Parks
- ASMP and the ASMP Regional Census and Plan
- animal identification to sub-species level
- principles and constraints of wildlife conservation
- collection planning requirements
- small population biology
- genetic principles for the management of captive animal populations
- breeding control methods
- concepts of inbreeding and outbreeding
- importance of breeding coefficients
- stocking policy
- database programs for record keeping
- report formats for captive animal management plans
- animal husbandry manual requirements
- criteria for studbook keeping that follows ASMP guidelines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to follow institutional policies and procedures
- ability to operate appropriate species management databases
• ability to manage demographics within populations
• ability to analyse information and write proposals
• ability to access technical advice
• ability to develop, interpret and review studbooks and husbandry manuals
• ability to maintain section records
• literacy skills to read and implement institutional policies and procedures, including OHS and waste management; interpret studbook data; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
• numeracy skills to complete arithmetic calculations and interpret studbooks
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
• problem-solving skills to interpret breeding coefficients.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in implementing collection management. One must also have access to the resources listed below that include:

• an appropriate captive animal workplace
• equipment and / or resources normally used in the workplace
• institutional policies and procedures
• relevant legislation, codes of practice, IATA regulations and international agreements and conventions
• ASMP, ASMP Regional Census and Plan and institutional collection plans
• husbandry manuals and studbooks
• breeding programs
• species management databases
• section records.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to implement collection management must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large captive animal facilities in city, regional or rural areas, traditional or open-range type facilities or theme park environments.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
   Through the implementation of collection plans.

2 How can information be collected, analysed and organised (3)?
   By collecting and organising breeding data and inputting it into a database.

3 How are activities planned and organised (3)?
   By preparing animal husbandry manuals.

4 How can teamwork (3) be applied?
   By working with others on implementing breeding plans.

5 How can the use of mathematical ideas and techniques (2) be applied?
   By analysing studbooks and breeding data.
<table>
<thead>
<tr>
<th></th>
<th>How can <strong>problem-solving skills</strong> <em>(3)</em> be applied?</th>
<th>By applying genetic management strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> <em>(2)</em> be applied?</td>
<td>By using electronic databases and the Internet to access information.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3405A Develop an institutional husbandry manual
RUV4403A Manage enclosures and exhibits

This unit of competency covers the process of managing enclosures and exhibits on a daily basis, supervising staff and assisting with the design and development of new or renovated exhibits.

The unit is aimed at the senior or more experienced keeper with extensive zoo keeping or related experience.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Supervise enclosures and exhibits</td>
<td>1.1 Animal handling staff are organised and managed on a daily basis.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Enclosure and exhibit security</strong> and safety are monitored in accordance with <strong>occupational health and safety (OHS)</strong> requirements, and recommendations for improvements are prepared.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Animal care strategies</strong> are assessed and evaluated in consultation with animal handlers and other relevant personnel.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Husbandry and technical advice</strong> is provided to management to facilitate informed decision making.</td>
</tr>
<tr>
<td></td>
<td>1.5 Enclosures and exhibits are maintained and promoted in accordance with the overall master plan for the captive animal facility.</td>
</tr>
<tr>
<td>2  Implement plans for new or renovated enclosures and exhibits</td>
<td>2.1 Factors that may impact on the <strong>planning and design</strong> of new or renovated enclosures and exhibits are identified and assessed.</td>
</tr>
<tr>
<td></td>
<td>2.2 Action plans for new or renovated enclosures and exhibits are implemented in consultation with relevant departments and colleagues.</td>
</tr>
<tr>
<td></td>
<td>2.3 Operating procedures for proposed or renovated exhibits are reviewed and evaluated in consultation with others.</td>
</tr>
</tbody>
</table>
## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What is meant by <strong>enclosures and exhibits</strong>?</th>
<th>An enclosure is a defined space where animals are kept and includes both exhibit (public viewing areas) and off-exhibit holding spaces. Enclosures and exhibits may be for new single species, existing species or multi-species.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may be involved in maintaining <strong>enclosure and exhibit security</strong>?</td>
<td>Security may involve implementing security procedures such as locks, maintaining structures in good order and identifying any enclosure faults that may result in escape.</td>
</tr>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
<tr>
<td>What are examples of <strong>animal care strategies</strong>?</td>
<td>Animal care strategies may include enrichment, nutrition, breeding, artificial rearing, handling, restraining and transporting.</td>
</tr>
<tr>
<td>What may be included in <strong>husbandry and technical advice</strong>?</td>
<td>Husbandry and technical advice may include technical papers, zoological journals, scientific papers and expert advice from others experienced with a particular animal.</td>
</tr>
<tr>
<td>What may be considered in the <strong>planning and design</strong> of enclosures and exhibits?</td>
<td>Institution’s conservation policy and collection plan, availability of animals, space allocation between public and non-public areas, solitary and social animals, cover requirements, visitor intrusion, safety, enjoyment and education, keeper access and safety, sound and touch, immersion techniques and environmental and social enrichment.</td>
</tr>
</tbody>
</table>
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?  
The critical requirements that are valuable for this unit of competency as a whole are listed below.  
Assessment must confirm one’s ability to:  
• implement effective husbandry techniques  
• supervise and communicate effectively with staff on a daily basis  
• manage the daily operations of enclosures and exhibits  
• review and implement action plans for new or renovated enclosures and exhibits  
• provide technical advice as required.

What specific knowledge is needed to achieve the performance criteria?  
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:  
• institutional policies and procedures, including OHS  
• relevant legislation  
• institutional master plan and collection policy  
• principles of exhibit design  
• animal care and management strategies  
• exhibit maintenance and security requirements  
• biology and husbandry requirements of animals  
• animal husbandry manuals and other record-keeping requirements.

What specific skills are needed to achieve the performance criteria?  
To achieve the performance criteria, some complementary skills are required. These skills include:  
• ability to implement institutional policies and procedures  
• ability to operate effectively as a keeper  
• ability to maintain an enclosure or exhibit  
• ability to implement animal care strategies, including pest control  
• ability to manage staff effectively  
• time management skills
literacy skills to read and implement institutional policies and procedures, including OHS; develop sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with management
numeracy skills to complete mathematical calculations relating to maintaining exhibits and enclosures
interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
problem-solving skills to use available resources and to schedule maintenance activities.

What are the specific resource implications for this unit of competency?
For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in managing enclosures and exhibits. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- institutional policies and procedures
- relevant federal and state or territory legislation
- institutional master plan and collection policy
- range of enclosures and exhibits
- animal husbandry manuals
- section records.

What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to manage enclosures and exhibits must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Process Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How can <strong>communication of ideas and information (2)</strong> be applied?</td>
</tr>
<tr>
<td>2</td>
<td>How can <strong>information be collected, analysed and organised (3)</strong>?</td>
</tr>
<tr>
<td>3</td>
<td>How are <strong>activities planned and organised (3)</strong>?</td>
</tr>
<tr>
<td>4</td>
<td>How can <strong>teamwork (3)</strong> be applied?</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of <strong>mathematical ideas and techniques (2)</strong> be applied?</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills (2)</strong> be applied?</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of <strong>technology (2)</strong> be applied?</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
**RUV4404A**

Develop animal diets

This unit of competency covers the process of developing and presenting animal diets including the ordering of food and communicating with others in respect to the nutritional requirements of animals. It also includes recognising signs of poor nutrition in animals and developing interim corrective diets.

The unit is aimed at the senior or more experienced keeper with extensive zoo keeping or related experience.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Develop a feed regime</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Diets are evaluated in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Natural and artificial diets and feeding regimes are researched to assist in correct diet development.</td>
</tr>
<tr>
<td>1.3</td>
<td>Diets and feeding regimes are formulated and <strong>modified</strong> as required.</td>
</tr>
<tr>
<td>1.4</td>
<td>Substitution of natural feed with <strong>artificial or alternative feeds</strong> is approved by supervisor.</td>
</tr>
<tr>
<td>1.5</td>
<td>Preparation and <strong>presentation</strong> of diets is coordinated in accordance with <strong>occupational health and safety</strong> (OHS) and animal requirements.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Order food</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Supplies are ordered from internal and external suppliers.</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Food quality</strong> is monitored in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>2.3</td>
<td>Food and feeding records are maintained and stored in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>
3 Communicate effectively with others about animal nutritional requirements

3.1 Contribution is provided to institution’s nutritional policy.

3.2 Assistance is provided with nutrition training of keepers.

3.3 Coordination of nutritional projects and communication with **internal and external personnel** are maintained.

3.4 Nutritional reports are prepared and presented to management in accordance with institutional policies and procedures.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Why may diets be modified?</th>
<th>Diets may be modified because of prenatal and post-natal requirements, poor nutrition, unavailability of natural food items, sickness and seasonal requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are artificial or alternative feeds?</td>
<td>Artificial or alternative feeds may include substitute foods when natural food is unavailable, additives, vitamins, minerals and other supplements.</td>
</tr>
<tr>
<td>What may be taken into account when presenting food?</td>
<td>Presentation may include feeding by hand, by using equipment to hold food, by slow release feeding mechanisms or by the use of browse, hiding food, broadcast and activity feeding.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals and equipment such as sharp knives and food processors. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
</tbody>
</table>
What aspects of **food quality** may be included?  Food quality may include freshness, odour, temperature and appearance.

Who are relevant **internal and external personnel**?  Internal personnel may include staff within the section, staff in other sections, management, curators, team leaders, records managers, operations managers and veterinarians.

External personnel may include government bodies, other captive animal institutions, contractors, suppliers, professional associations and members of the public.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

- manage the preparation of diets and feed regimes to meet specific animal requirements
- work effectively with suppliers when ordering food
- monitor the quality of food and communicate effectively with staff and management on all aspects of animal nutrition
- maintain section nutrition records and write reports as required.

---

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant legislation
- anatomy and physiology of each of the major animal groups relating to nutrition and digestive processes
- principles of nutrition and the impact of poor nutrition on the health and condition of animals
- natural animal diets
- the importance of vitamin and mineral substitution in artificial diets
- institutional master plan
- dietary requirements of a broad range of animal groups
- animal management software such as ARKS (Animal Record-Keeping System) and SPARKS (Single Population Analysis and Records Keeping System).

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• ability to implement institutional policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• ability to use a variety of feeding techniques in response to the behavioural needs of animals</td>
</tr>
<tr>
<td></td>
<td>• research skills and techniques</td>
</tr>
<tr>
<td></td>
<td>• ability to evaluate diets</td>
</tr>
<tr>
<td></td>
<td>• ability to write food orders and prepare feed records</td>
</tr>
<tr>
<td></td>
<td>• ability to write reports for management</td>
</tr>
<tr>
<td></td>
<td>• literacy skills to read and implement institutional policies and procedures, including OHS; develop sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks</td>
</tr>
<tr>
<td></td>
<td>• oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with supervisors</td>
</tr>
<tr>
<td></td>
<td>• numeracy skills to complete arithmetic calculations relating to formulating food regimes</td>
</tr>
<tr>
<td></td>
<td>• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds</td>
</tr>
<tr>
<td></td>
<td>• problem-solving skills to use available resources and develop well-balanced diets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
<th>For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in developing animal diets. One must also have access to the resources listed below that include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• an appropriate captive animal workplace</td>
</tr>
</tbody>
</table>
• equipment and / or resources normally used in the workplace
• institutional policies and procedures
• relevant federal and state or territory legislation
• animal diets
• institutional master plan
• animal management software
• nutrition records.

What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to develop animal diets must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?
There are a number of processes learnt throughout work and life that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
Through discussion with supervisors and team members on formulating feed regimes.

2 How can information be collected, analysed and organised (3)?
By critically evaluating existing diets and revising them accordingly.
3  How are **activities planned and organised (3)**?
   By organising information into diets and feeding routines.

4  How can **teamwork (2)** be applied?
   By working with others on agreed tasks.

5  How can the use of **mathematical ideas and techniques (2)** be applied?
   By calculating the amount of food required for particular animals.

6  How can **problem-solving skills (2)** be applied?
   By examining the nutritional requirements of animals and formulating healthy, well-balanced diets.

7  How can the **use of technology (2)** be applied?
   By using electronic databases to maintain feed records.

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4405A Assist in establishing and maintaining a plantation

This unit of competency covers the process of assisting other personnel such as horticulturists in establishing and maintaining a plantation for feed requirements. It requires knowledge of animal feed requirements, including the ability to harvest and feed off a plantation.

The unit is aimed at the senior and more experienced keeper with extensive zoo keeping or related experience.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

Element | Performance Criteria
--- | ---
1 Assist with establishing and maintaining a zoological plantation | 1.1 **Zoological plantation requirements** are identified and **sourced** in consultation with **relevant personnel**.
 | 1.2 Assistance is provided in establishing a plantation.
 | 1.3 **Plantation management strategies** are implemented in accordance with **occupational health and safety** (OHS) and institutional policies and procedures.
 | 1.4 **Daily plantation activities** are conducted under supervision.
2 Calculate and harvest animal food requirements | 2.1 Animal food requirements are calculated to ensure a constant food supply.
 | 2.2 Plantation is harvested in accordance with **sustainable horticultural practices**.
 | 2.3 **Advice** is provided to relevant personnel in respect to maintaining the plantation to meet animal requirements.
 | 2.4 Plantation records are maintained and stored in accordance with institutional policies and procedures.
## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may <strong>zoological plantation requirements</strong> include?</th>
<th>Plantation requirements may include considerations of location and size, animal needs, environmental considerations, plant types, equipment and materials, use of plant simulators and planting a mix of evergreen and deciduous for year-round supply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may plantation requirements be <strong>sourced</strong>?</td>
<td>Sources may include own plant stock, local councils, donations, roadside verges, other plantations within the captive animal facility and outside contractors for plants and equipment.</td>
</tr>
<tr>
<td>Who may be considered <strong>relevant personnel</strong>?</td>
<td>Relevant personnel may include horticulturists, landscapers, project managers, consultants and keepers in charge.</td>
</tr>
<tr>
<td>What are examples of <strong>plantation management strategies</strong>?</td>
<td>Plantation management strategies may include water conservation techniques, environmentally friendly waste management, and environmentally friendly and non-poisonous pest management.</td>
</tr>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. The handling of chemicals requires extra care to ensure safe work practices are maintained. The use of power tools and equipment, including their use in difficult areas and above ground, requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.</td>
</tr>
</tbody>
</table>
What are examples of **daily plantation activities**?

Plantation activities may include watering, pruning, controlling pests, weeding, mulching, thinning, canopy reduction, replanting, fertilising and removing waste.

What may **sustainable horticultural practices** include?

Sustainable horticultural practices may include safe and effective pest control and waste management strategies; and plantation practices that include consideration of the needs of the animal, environment, plant types, equipment and material, use of plant stimulators and planting a mix of evergreen and deciduous plants for year-round supply.

What type of **advice** may be provided?

Advice may relate to animal preferences, plants known to be toxic to animals, plant variety and mixed age structure.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- work with others, including horticulturists, to establish and maintain a plantation
- correctly calculate and harvest food requirements
- maintain plantation records.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS requirements
- relevant legislation
- zoological horticulture principles and practices
- objectives of a plantation program
- basic physiology of required plant species
- pest identification and management techniques
- animal groups and their natural diets
- basic animal anatomy and physiology
- animal nutrition requirements
- toxic plants and substances including control, factors affecting toxicity and protocols for suspected animal poisoning.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to research plantation requirements for specific animals
- ability to provide advice on animal food requirements
- ability to practise sustainable horticultural practices
- literacy skills to read and implement institutional policies and procedures, including OHS and waste management; implement dietary instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to communicate effectively with team members, supervisors, contractors and consultants and to fulfil the job role as specified by the institution, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
- numeracy skills to complete arithmetic calculations and weigh and measure feed
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

### What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in assisting in establishing and maintaining a plantation. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to assist in establishing and maintaining a plantation must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and theme park environments.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (3) be applied?
Through discussion about plantation requirements with supervisors and other relevant people.

2 How can information be collected, analysed and organised (2)?
By analysing a range of information to assess the plantation food requirements of animals in the facility.

3 How are activities planned and organised (2)?
By implementing a plantation maintenance program.
4 How can teamwork (2) be applied?  
By working with others on agreed tasks.

5 How can the use of mathematical ideas and techniques (2) be applied?  
By calculating food requirements for specific animals.

6 How can problem-solving skills (2) be applied?  
By calculating a continual supply of food from plantations.

7 How can the use of technology (2) be applied?  
By using electronic databases and the Internet to access information.

Are there other units of competency that could be assessed with this one?
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4404A Develop animal diets
RUV4406A Develop, monitor and review behavioural management strategies

This unit of competency covers the process of developing, monitoring and reviewing behavioural management strategies for animals. These strategies will incorporate short and long-term objectives and will require the involvement and cooperation of a number of staff within the institution.

The unit is aimed at the senior or more experienced keeper with extensive zoo keeping or related experience.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyse animal data profiles</td>
<td>1.1 Animal behavioural data is collated and analysed.</td>
</tr>
<tr>
<td></td>
<td>1.2 Individual animal profiles are created and compared against known normal behaviour patterns in captivity and in the wild.</td>
</tr>
<tr>
<td>2 Develop behavioural management strategies</td>
<td>2.1 Research and consultation are conducted to determine appropriate strategies for particular animals.</td>
</tr>
<tr>
<td></td>
<td>2.2 Strategies are developed incorporating animal welfare and OHS considerations.</td>
</tr>
<tr>
<td></td>
<td>2.3 Strategies are finalised and approved by supervisors and / or senior management.</td>
</tr>
<tr>
<td>3 Monitor and review strategies</td>
<td>3.1 Strategies are disseminated to relevant staff and action plans are implemented.</td>
</tr>
<tr>
<td></td>
<td>3.2 Short and long-term objectives are reviewed on a regular basis in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>
4 Communicate effectively with others on behavioural management strategies 4.1 Contribution is provided to institutional animal behavioural management policy.

4.2 Assistance is provided with training for keepers in animal behaviour strategies and enrichment programs.

4.3 Coordination of projects and communication with internal and external personnel are maintained.

4.4 Reports are prepared and presented to supervisors in accordance with institutional policies and procedures.

4.5 The animal husbandry manual is updated in accordance with institutional policies and procedures.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What information is included in animal data profiles?</th>
<th>Animal data profiles may include information on behavioural characteristics, feeding and socialisation patterns, interaction with humans and sexual and reproductive activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is included in behavioural management strategies?</td>
<td>Behavioural management strategies may include appropriate exhibit design and husbandry, social groupings and enrichment activities.</td>
</tr>
<tr>
<td>What animal welfare considerations may there be?</td>
<td>Animal welfare considerations may include bearing in mind the best interests of the animal and ensuring that animals are able to carry out their normal behaviour and are free from thirst, hunger, malnutrition, pain, injury, discomfort, fear and distress.</td>
</tr>
</tbody>
</table>
| What OHS requirements may have to be considered?      | Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.  
The handling of chemicals requires extra care to ensure safe work practices are maintained.  
Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. |
Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective equipment and clothing and seeking advice from supervisors.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- create and analyse animal profiles prior to developing behavioural management strategies
- handle and treat animals humanely
- communicate and work effectively over a period of time with a wide range of people in respect to the strategies
- be patient and flexible in the implementation of strategies
- provide support and advice to others on behavioural management issues
- maintain records and prepare reports as required.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional policies and procedures, including OHS
- relevant legislation
- anatomy and physiology of animals
- normal and abnormal animal behaviour and behaviour patterns
- behavioural needs such as housing, feeding, enclosure maintenance and breeding
- principles of behaviour and environmental enrichment.
What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to comply with relevant animal welfare legislation
- ability to apply behavioural management and enrichment techniques
- ability to use accepted safe handling methods
- keen observation skills
- report writing skills
- literacy skills to read and implement institutional policies and procedures, including OHS; develop sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening, training others and consulting with supervisors
- numeracy skills to complete arithmetic calculations relating to resources for behavioural enrichment programs
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and develop animal enrichment programs.

What are the specific resource implications for this unit of competency? For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in developing, monitoring and reviewing behavioural management strategies. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace to manage animal behaviour
- relevant legislation and institutional policies and procedures
- animal behaviour data and profiles
• behavioural management strategies, including action plans
• animals held in a captive animal facility that is suitable for behavioural management programs.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to develop, monitor and review behavioural management strategies must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and mobile or theme park environments.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
   Through discussion with supervisors and team members on animal behaviour issues.

2 How can information be collected, analysed and organised (2)?
   By observing, recording and organising animal behaviour in accordance with institutional needs.

3 How are activities planned and organised (3)?
   By developing animal behavioural management strategies.

4 How can teamwork (2) be applied?
   By working with others on agreed tasks.
5 How can the use of **mathematical ideas and techniques (2)** be applied? By calculating resource requirements for specific animal behaviour programs.

6 How can **problem-solving skills (3)** be applied? By examining animal behaviour and designing appropriate behavioural management and enrichment programs.

7 How can the **use of technology (2)** be applied? By using electronic databases to maintain animal profiles and by accessing the Internet for information.

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4501A

Manage compliance in the companion animal industry

This unit of competency covers the process of managing compliance within the companion animal industry, including the provision of high-level advice to clients on companion animal management and housing needs, maintaining external relationships and keeping records. It requires knowledge of relevant legislative requirements and industry standards.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide high level advice on companion animals</td>
</tr>
<tr>
<td>1.1</td>
<td>Client and/or animal needs are assessed.</td>
</tr>
<tr>
<td>1.2</td>
<td>Advice on behaviour management for different species and breeds is provided as required.</td>
</tr>
<tr>
<td>1.3</td>
<td>Advice on special dietary requirements, including food and water, is provided to client as required.</td>
</tr>
<tr>
<td>2</td>
<td>Manage animals in accordance with relevant codes of practice and legislative requirements</td>
</tr>
<tr>
<td>2.1</td>
<td>Appropriate housing and equipment are provided in accordance with the physical, behavioural and social requirements of animals kept on the premises.</td>
</tr>
<tr>
<td>2.2</td>
<td>Procedures for animal management and security are developed and promoted.</td>
</tr>
<tr>
<td>2.3</td>
<td>Appropriate nutritional strategies are developed as required for the range of animals kept on the premises.</td>
</tr>
<tr>
<td>2.4</td>
<td>Monitoring and care of young, sick or injured animals are arranged as required.</td>
</tr>
<tr>
<td>2.5</td>
<td>Effective waste management strategies are implemented in accordance with legislative requirements.</td>
</tr>
<tr>
<td>3</td>
<td>Provide advice on legislative requirements</td>
</tr>
<tr>
<td>3.1</td>
<td>Advice on local council and companion animal legislative requirements is provided as required.</td>
</tr>
</tbody>
</table>
3.2 Advice on relocation options and disposal of dead animals is provided to clients as required and in accordance with legislative requirements.

3.3 Advice on companion animal agencies is provided as required.

3.4 Advice on transportation and quarantine requirements is provided as required.

4 Manage external relationships

4.1 Consultation is conducted and relationships with veterinarians are maintained.

4.2 Relationships with suppliers, relevant industry associations and other stakeholders are maintained.

5 Maintain records

5.1 Records of medication and treatments provided to animals are maintained.

5.2 Trading in animals that are subject to regulatory control is managed.

5.3 Reporting of illness, disease or death in animals is carried out in accordance with legislative requirements and industry standards.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

Which companion animals may be kept on premises?

Dogs, cats, birds, invertebrates (e.g. stick insects, spiders and beetles), small animals (e.g. rabbits, rodents, ferrets and cavies), aquaria, reptiles and amphibians.

What are some of the codes of practice and legislative requirements that apply?

Codes of practice and legislative requirements may include the Pet Industry Joint Advisory Council codes of practice, companion animal legislation, local council regulations, microchipping, animal welfare legislation and National Parks and Wildlife Service legislation.

What advice on dietary requirements of companion animals could be provided?

Advice on dietary requirements could include the type of food (e.g. packaged, seed mixes, fresh, raw, frozen or live); food requirements in accordance with the species, breed, age, sex and activity level of the animal; and appropriate quantities and temperature of food.

What are the different types of housing?

Animal housing may include cages, kennels, enclosures, compounds, brooders, aquaria, aviaries and bird rooms.
What animal security arrangements may be applicable?

Security arrangements may include safe access and egress, prevention of escape by animals, restriction of access to authorised personnel and compatibility of species and breeds within housing.

Which waste management issues may apply?

Waste management issues may include disposal of food waste, animal waste, used cleaning and disinfection products and containers; local government requirements; and environmental or other legislative requirements.

What are the different means of transportation?

Transportation methods vary between species and breeds and may include pet carriers, trolleys, restraints, plastic bags, airfreight boxes and transport fish boxes.

What are some of the treatments?

Treatments may include topical and systemic parasite controls, dietary supplements and washing and grooming products.

Which regulatory controls may apply?

Regulatory controls may include federal and state or territory legislation and codes of practice.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

• provide advice to customers and clients on a range of issues relating to companion animals
• ensure that the organisation complies with relevant legislative requirements
• establish policies and procedures to ensure compliance
• manage relationships with a range of stakeholders
• maintain appropriate records.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

• advanced animal biology
• nutritional requirements of species or breed
• species compatibility
• legislation and regulations
• animal welfare requirements
- communication and sales techniques.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- animal handling and behavioural management skills
- feeding techniques for a range of species
- ability to prepare procedures and policies
- customer service skills
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *managing compliance in the companion animal industry*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- a broad range of species and breeds
- animal housing
- relevant legislative requirements
- clients and stakeholders.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to manage compliance in the companion animal industry must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include working within different companion animal organisations.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   - By explaining a range of companion animal issues to customers and clients.

2. How can information be collected, analysed and organised (3)?
   - By identifying and collating the legislation, regulations and codes of practice that relate to the running of the organisation.

3. How are activities planned and organised (3)?
   - Through scheduling resources to meet the requirements of the organisation.

4. How can teamwork (2) be applied?
   - By working with others in the organisation to implement policies and procedures.

5. How can the use of mathematical ideas and techniques (3) be applied?
   - By calculating the appropriate stock rates for various species and breeds based on the size and type of housing and industry guidelines and codes of practice.
6 How can **problem-solving skills** (3) be applied? By providing advice to clients on relevant legislation, regulations and codes of practice.

7 How can the **use of technology** (3) be applied? By using the organisation’s systems to develop and record policies and procedures.

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUVD052A Hand-rear companion animals

This unit of competency covers the process of providing neonatal care for young companion animals and hand-rearing companion animals. The unit also involves conditioning animals’ behaviour, handing over weaned and self-sufficient animals to clients and providing advice on ongoing conditioning.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop conditioning plans</td>
</tr>
<tr>
<td>1.1</td>
<td>Rearing needs of species are identified in relation to future environmental and social interaction.</td>
</tr>
<tr>
<td>1.2</td>
<td>Range of desirable behaviours is identified in accordance with clients’ needs and animal species.</td>
</tr>
<tr>
<td>1.3</td>
<td>Appropriate strategies for species are developed and documented within the conditioning plan.</td>
</tr>
<tr>
<td>2</td>
<td>Provide neonatal care and condition behaviour</td>
</tr>
<tr>
<td>2.1</td>
<td>Neonatal care for young animals is provided in accordance with legislative requirements and industry standards.</td>
</tr>
<tr>
<td>2.2</td>
<td>Appropriate rearing equipment is selected and used.</td>
</tr>
<tr>
<td>2.3</td>
<td>Animals are handled safely and humanely.</td>
</tr>
<tr>
<td>2.4</td>
<td>Initial conditioning is conducted in accordance with the conditioning plan and animal welfare and ethics requirements.</td>
</tr>
<tr>
<td>2.5</td>
<td>General condition and health of animals are checked and recorded according to organisational policies and procedures.</td>
</tr>
<tr>
<td>3</td>
<td>Instruct clients in ongoing conditioning and feeding</td>
</tr>
<tr>
<td>3.1</td>
<td>Short and long-term conditioning objectives and strategies are explained to clients according to animals’ new environment and social requirements.</td>
</tr>
</tbody>
</table>
3.2 Advice is provided to client on transport and relocation strategies.

3.3 Advice is provided to client on the dietary, exercise and maintenance requirements of animals.

| 4 | Review conditioning plans | 4.1 Conditioning plans are reviewed in accordance with changes in legislation and / or industry-recognised techniques. |
| 4.2 Feeding and handling methods and techniques are reviewed and adjusted accordingly. |
| 4.3 Conditioning plans are updated in accordance with the review of relevant organisational records and legislative requirements. |

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What may the **rearing needs** of companion animals include? | Rearing needs will be appropriate to the particular species and breed and may include environmental (e.g. temperature and humidity), dietary and exercise requirements. |
| What is contained within a **conditioning plan**? | A conditioning plan may include the animal profile, reasons for the need to condition behaviour, types of reinforcers, tools required, approximate number of sessions, types of sessions, staff to be used and behavioural goals. The conditioning plan must have an awareness of future environmental and social interactions. |
| Which **rearing equipment** is used? | Rearing equipment may include brooders or heaters, testing equipment for temperature and humidity, crop needles, feeding utensils and formula preparation equipment. |
| What are the indicators of the **general condition and health** of neonates? | Neonatal condition and health are indicated by the animal’s activity level, acceptance of food, age at weaning, hydration and growth rate. |

### Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole? The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- capture, handle and restrain a range of species
- demonstrate a good knowledge of housing and transport requirements
apply species-specific conditioning techniques
use and maintain hand-rearing equipment.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- animal biology, anatomy and physiology
- breed compatibility
- breed and species characteristics
- industry-recognised conditioning techniques
- conditioning requirements of clients
- animal welfare and ethics requirements
- hand-rearing techniques.

What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to handle different species or breeds
- ability to prepare and maintain housing
- ability to use and maintain rearing equipment
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in hand-rearing companion animals. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- a range of species
- various types of hand-rearing equipment
- capturing and handling equipment.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to hand-rear companion animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with a range of animal species in different types of organisations.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.
1. How can communication of ideas and information (2) be applied? By developing procedures relating to hand-rearing strategies.

2. How can information be collected, analysed and organised (3)? By researching hand-rearing and conditioning techniques.

3. How are activities planned and organised (2)? By applying time-management strategies to ensure that neonatal care is provided as required.

4. How can teamwork (2) be applied? By teams working together to follow procedures that ensure animals’ health and wellbeing.

5. How can the use of mathematical ideas and techniques (3) be applied? By determining feed rates, timing and quantities.

6. How can problem-solving skills (3) be applied? By reviewing conditioning plans and strategies and making adjustments as required.

7. How can the use of technology (2) be applied? By establishing programs and maintaining care records using organisational systems.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4503A  Develop diets for companion animals

This unit of competency covers the process of developing and presenting diets, ordering food and communicating with others in respect to the nutritional requirements of companion animals. It also includes recognising signs of poor nutrition in animals and developing interim diets to correct it.

This role would typically be undertaken by the owners or managers of companion animal organisations.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop diets</td>
</tr>
<tr>
<td>1.1</td>
<td>Dietary requirements for companion animals appropriate to one’s workplace are identified.</td>
</tr>
<tr>
<td>1.2</td>
<td><strong>Natural</strong> and artificial <strong>diets</strong> and feeding regimes are researched.</td>
</tr>
<tr>
<td>1.3</td>
<td>Diets and feeding regimes are formulated and <strong>modified</strong> in accordance with specific animal requirements.</td>
</tr>
<tr>
<td>1.4</td>
<td>Preparation and presentation of food are supervised in accordance with <strong>occupational health and safety</strong> (OHS) and organisational policies and procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Order and monitor food quality</td>
</tr>
<tr>
<td>2.1</td>
<td>Supplies from internal and external sources are arranged.</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Storage</strong> of food is carried out in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Food quality</strong> is monitored in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>2.4</td>
<td>Feeding records are maintained and filed in accordance with organisational policies and procedures.</td>
</tr>
</tbody>
</table>
3 Communicate effectively with others about nutritional requirements

3.1 *Internal and external personnel* are consulted about animal nutritional requirements.

3.2 Staff members are trained in the dietary requirements of different companion animals.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of <strong>natural diets</strong>?</th>
<th>Natural and artificial foods may include fresh, frozen or dehydrated food; manufactured pet food; plant-based food; additives and supplements; seeds; formulae; and live food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why may diets be <strong>modified</strong>?</td>
<td>Diets may be modified due to prenatal and postnatal requirements, poor nutrition, unavailability of natural food items, sickness and seasonal requirements.</td>
</tr>
</tbody>
</table>
| What type of **OHS** issues would be relevant in this context? | Animal care for companion animals has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.  

The handling of chemicals requires extra care to ensure safe work practices are maintained.  

Safe work practices should be used when packaging and handling loads, including animals and equipment. Appropriate safe handling techniques for the task are used to reduce muscle load on exertion.  

Some companion animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors. |
<p>| How may food be <strong>stored</strong>? | Food may be stored in refrigerators, freezers and dry areas such as pantries and airtight containers. |
| What aspects of <strong>food quality</strong> may be included? | Food quality may include freshness, odour, temperature and appearance; optimal storage conditions and temperature for defrosting; and safe cold storage requirements. |</p>
<table>
<thead>
<tr>
<th>Who may relevant <strong>internal and external personnel</strong> include?</th>
<th>Internal and external personnel may include staff, owners, government bodies, veterinarians, other companion animal organisations, contractors, suppliers, professional associations and members of the public.</th>
</tr>
</thead>
</table>

**Evidence Guide**

What are the critical aspects of evidence required for this unit of competency as a whole?  
The critical requirements that are valuable for this unit of competency as a whole are listed below.  
Assessment must confirm one’s ability to:
- research and apply knowledge of companion animal dietary and nutritional requirements
- develop and prepare companion animal diets
- develop interim diets to correct animal ill health or condition
- monitor quality, storage and handling of food
- communicate effectively with internal and external personnel.

What specific knowledge is needed to achieve the performance criteria?  
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
- organisational policies and procedures, including OHS
- relevant legislation
- anatomy and physiology
- principles of nutrition and natural animal diets
- importance of vitamin and mineral substitutes in artificial diets
- digestive processes
- signs of animal ill health, sickness and poor condition
- animal welfare requirements.

What specific skills are needed to achieve the performance criteria?  
To achieve the performance criteria, some complementary skills are required. These skills include:
- ability to evaluate and develop diets
- ability to prepare food
• ability to use a variety of feeding techniques in response to the behavioural needs of animals
• research techniques
• ability to observe animals and identify signs of ill health, sickness or poor condition
• ability to write food orders and prepare food records
• ability to store and handle food hygienically
• literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
• numeracy skills to complete basic arithmetic calculations and measure volumes
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in developing diets for companion animals. One must also have access to the resources listed below that include:

• an appropriate companion animal workplace
• equipment and / or resources normally used in the workplace
• a range of companion animal species
• food types and sources, food preparation areas and equipment and food storage equipment and containers
• organisational policies and procedures, including OHS and relevant legislation.
**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *develop diets for companion animals* must be *transferable* to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a range of companion animal workplaces and with a range of animal species and breeds.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

---

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the *key competencies*, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   - Through discussion with team members about formulating feed regimes.

2. **How can information be collected, analysed and organised (2)?**
   - By evaluating existing diets and revising them accordingly.

3. **How are activities planned and organised (3)?**
   - By developing and monitoring diets for a range of companion animals.

4. **How can teamwork (2) be applied?**
   - By working with other staff on agreed tasks.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By calculating the amount of food required for particular animals.

6. **How can problem-solving skills (2) be applied?**
   - By examining the nutritional requirements of animals and formulating healthy, well-balanced diets.
7. How can the **use of technology** (2) be applied?  
By using electronic databases for maintaining feed records.

Are there other units of competency that could be assessed with this one?  
This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4504A Manage and maintain aviaries and bird rooms

This unit covers the process of managing and maintaining aviaries and bird rooms. It involves determining the housing and maintenance needs of specific species and breeds of birds, maintaining enclosures, detecting and controlling pests and reporting notifiable diseases.

It requires knowledge of the housing requirements of bird species and breeds, and diseases commonly found in birds. It requires an ability to clean and maintain hygienic enclosures and provide appropriate husbandry for species and breeds.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine housing needs</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Housing requirements</strong> of particular species and breeds are identified.</td>
</tr>
<tr>
<td>1.2</td>
<td>Appropriate security and housing is provided.</td>
</tr>
<tr>
<td>1.3</td>
<td><strong>Husbandry practices</strong> of species are determined and appropriate resources are provided.</td>
</tr>
<tr>
<td>2</td>
<td>Maintain enclosures</td>
</tr>
<tr>
<td>2.1</td>
<td>Maintenance plans for aviaries and bird rooms are developed in accordance with <strong>occupational health and safety</strong> (OHS) requirements and environmental considerations.</td>
</tr>
<tr>
<td>2.2</td>
<td>Maintenance activities are conducted in accordance with maintenance plans and relevant industry standards.</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Personal protective equipment</strong> (PPE) is selected and used correctly.</td>
</tr>
<tr>
<td>2.4</td>
<td>Appropriate tools, equipment and materials are selected and used correctly.</td>
</tr>
<tr>
<td>2.5</td>
<td>Environmentally safe and effective measures are implemented.</td>
</tr>
</tbody>
</table>
3 Detect and control pests and report notifiable diseases

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td><strong>Pests</strong> are detected and appropriate control procedures are implemented.</td>
</tr>
<tr>
<td>3.2</td>
<td>Pest control and disease records are maintained in accordance with industry standards and organisational policies and procedures.</td>
</tr>
<tr>
<td>3.3</td>
<td>Notifiable diseases are identified and reported in accordance with legislative requirements.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may <strong>housing requirements</strong> include?</th>
<th>Housing requirements may include fencing, netting, gates, security measures, brooders, heating, perches, food and water dispensers, hollow logs, branches and environmental enrichment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which <strong>husbandry practices</strong> may be used?</td>
<td>Husbandry practices may include disease control, environmental control and the appropriate delivery and placement of food and water.</td>
</tr>
<tr>
<td>What are examples of relevant <strong>OHS requirements</strong>?</td>
<td>Safe work requirements may include the use of relevant personal protective clothing and equipment including safety goggles and glasses, protective masks and animal handling gauntlets; hazard identification and risk minimisation; appropriate procedures for the handling, use, storage, transport and disposal of chemicals; and appropriate procedures for the handling and disposal of biological wastes.</td>
</tr>
<tr>
<td>Which <strong>maintenance activities</strong> may be carried out?</td>
<td>Maintenance activities may include sweeping, hosing, washing, disinfecting, repairing fixtures and fittings, checking and reporting utilities and replacing consumables.</td>
</tr>
<tr>
<td>Which <strong>PPE</strong> may be required?</td>
<td>Personal protective clothing and equipment will be determined by the activity being undertaken and may include work boots, gloves, overalls, sun hats, sunscreen lotion, safety harnesses, hearing or eye protection and respirators or face masks.</td>
</tr>
<tr>
<td>Which <strong>tools, equipment and materials</strong> may be required?</td>
<td>Tools and equipment may include surveying and levelling equipment such as levels; pegs; notebook, pencil and calculator; and tools such as rakes, shovels, spades, hammers, rollers, wheelbarrows, hoses and hose fittings.</td>
</tr>
<tr>
<td>Which <strong>pests</strong> may be encountered?</td>
<td>Pests may include rats, mice, cockroaches, spiders, predators, parasites, ants and flying insects.</td>
</tr>
</tbody>
</table>
### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- manage aviaries and bird rooms
- provide appropriate husbandry for birds
- maintain enclosures
- identify pests and apply pest-control techniques
- detect notifiable diseases
- maintain accurate records.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- avian biology
- species compatibility
- animal welfare and ethics requirements
- housing requirements
- avian pests and diseases.

#### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to employ security processes
- ability to prepare and maintain housing
- ability to operate cleaning and maintenance equipment
- ability to use pest control equipment
- ability to identify diseases in birds and pests
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
• numeracy skills to complete basic arithmetic calculations and measure volumes
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *managing and maintaining aviaries and bird rooms*. One **must** also have access to the resources listed below that include:

• an appropriate workplace or an environment that reproduces normal work conditions
• equipment and resources normally used in the workplace
• a broad range of bird species
• various types of housing
• capturing and handling equipment.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *manage and maintain aviaries and bird rooms* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within aviaries or bird rooms and with a variety of bird species.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?  
   By discussing maintenance activities with maintenance personnel, contractors or consultants.

2. How can information be collected, analysed and organised (2)?  
   By assessing different layouts, fixtures and fitting options when considering housing needs.

3. How are activities planned and organised (3)?  
   By planning for and implementing the maintenance of aviaries and bird rooms.

4. How can teamwork (3) be applied?  
   By working with others to implement the maintenance plan.

5. How can the use of mathematical ideas and techniques (2) be applied?  
   By calculating heating requirements relevant to species, plants and physical locations.

6. How can problem-solving skills (3) be applied?  
   By recognising and implementing corrective action as required.

7. How can the use of technology (2) be applied?  
   By using organisational systems to develop maintenance plans.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4505A  Design, construct and maintain aquascapes

This unit of competency covers the process of designing and constructing aquascapes for a range of aquaria, including ponds, waterfalls and water features.

The design of aquascapes involves identifying client needs and designing an appropriate aquascape that provides a suitable environment for the selected species, desired features and physical location. Aquascape construction involves the placement of features and substrate and the installation of filtration, lighting and heating equipment in accordance with the design.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify client needs</td>
<td>1.1 Types of aquaria and proposed species to be housed are established.</td>
</tr>
<tr>
<td></td>
<td>1.2 Proposed location and climatic conditions affecting design are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Special installation and / or maintenance requirements are confirmed with the client.</td>
</tr>
<tr>
<td></td>
<td>1.4 Advice on the suitability of species and location is provided to the client.</td>
</tr>
<tr>
<td>2 Prepare aquascape design</td>
<td>2.1 Appropriate heating, lighting and filtration requirements are identified.</td>
</tr>
<tr>
<td></td>
<td>2.2 Plants, features and substrate materials are selected according to the design parameters.</td>
</tr>
<tr>
<td></td>
<td>2.3 Aquascape design is prepared in accordance with industry best practice and client needs.</td>
</tr>
<tr>
<td>3 Establish aquascape</td>
<td>3.1 Personal protective equipment (PPE) is selected and used where necessary.</td>
</tr>
<tr>
<td></td>
<td>3.2 Tools, equipment and materials appropriate to the job requirements are selected and used.</td>
</tr>
<tr>
<td></td>
<td>3.3 Substrate is established, using appropriate materials in accordance with the design.</td>
</tr>
</tbody>
</table>
3.4 Aquascape features and plants are installed and secured in accordance with the design and industry standards.

3.5 Installation, testing and commissioning of lighting, heating and filtration systems are conducted in accordance with manufacturers’ requirements.

3.6 Ongoing maintenance requirements are discussed with the client in preparation for the handover.

3.7 Waste from construction and installation is collected, treated and disposed of or recycled in accordance with organisational and environmental requirements.

3.8 Work site, tools and equipment are cleaned, returned to operating order and stored according to occupational health and safety (OHS) and organisational requirements.

4. Maintain aquascape

4.1 Water sampling and testing are conducted in accordance with species type and environmental requirements.

4.2 Isolation of electrical equipment prior to maintenance is proven using appropriate techniques, procedures and equipment.

4.3 Service and repairs are carried out according to manufacturers’ specifications and organisational requirements.

4.4 Health of aquaria and plants is monitored and reported.

4.5 Complex faults are identified and referred for specialist advice and/or remedial action in accordance with organisational requirements.

4.6 Accurate records are maintained in accordance with industry requirements and organisational policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may <strong>aquaria</strong> include?</th>
<th>Fresh and marine aquaria, ponds and water features.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might be included in an <strong>aquascape design</strong>?</td>
<td>Substrate material, natural and artificial features, mechanical and electrical devices, lighting, air pumps and water pumps.</td>
</tr>
</tbody>
</table>
What is an **aquascape**?  
An aquascape is a purpose-built aquatic environment.

| Which types of **heating, lighting and filtration equipment** may be used in an aquascape? | Aquascapes may include:  
Mechanical, chemical and biological filtration systems; energy requirements of pumping system and its suitability for aquaria selected; infrastructure, including seepage pits and permaculture; and advanced systems including ultraviolet (UV) and ozone.  
Lighting systems including UV, fluorescent, incandescent, metal halide and mercury vapour.  
Heating systems including gas, electric and solar. |
| --- | --- |

| Which **plants and features** may be included in the aquascape? | Plants may include natural and artificial plants.  
Features may include coral, rocks, ornamental features and covers. |
| --- | --- |

<table>
<thead>
<tr>
<th>What <strong>OHS</strong> hazards may be associated with the installation and maintenance of aquascape systems?</th>
<th>Hazards may include disturbance of services, solar radiation, dust, noise, uneven surfaces and holes, moving machinery and machinery parts, powered equipment and hand tools, confined spaces and hazards from the use of hired equipment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What <strong>PPE</strong> may be required when installing and maintaining aquascapes?</th>
<th>Personal protective clothing and equipment will be determined by the activity being undertaken and may include work boots, gloves, overalls, sun hats, sunscreen lotion, safety harnesses, hard hats, hearing or eye protection and respirators or face masks.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which <strong>tools and equipment</strong> may be required?</th>
<th>Tools and equipment may include surveying and levelling equipment such as levels and pegs; notebook, pencil and calculator; and tools such as rakes, shovels, spades, hammers, rollers, wheelbarrows, hoses and hose fittings.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What type of <strong>water sampling and testing</strong> may be required?</th>
<th>Water tests may include tests for pH, salinity, chlorine, electro-conductivity, chloride, calcium carbonate, iron, turbidity and biological oxygen demand.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which <strong>service and repair</strong> activities may be carried out?</th>
<th>Salinity control; pH correction; chlorine neutralisers; water stabilizers; cleaning a range of aquaria surfaces including glass, concrete and plastic; maintaining a range of filtration, pumping and heating systems; and maintaining seepage pits and permaculture environments.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>What type of <strong>complex faults</strong> may be found during aquascape maintenance?</th>
<th>Complex faults may include power supply problems that are beyond the scope of service personnel and require the services of a licensed electrical tradesperson.</th>
</tr>
</thead>
</table>
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- identify client’s design needs
- produce a range of aquascape designs
- construct aquascapes
- identify cause and effect of environmental problems and implement corrective action
- apply correct cleaning and maintenance techniques.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- advanced knowledge of species environmental requirements
- advanced knowledge of heating, lighting and filtration systems
- advanced knowledge of aquaria plants
- load-bearing capacity of architectural structures
- advanced aquaria water chemistry.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- aquascape design preparation and presentation
- advanced aquascape construction
- ability to install and maintain a range of filtration, lighting and heating systems
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
• oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
• numeracy skills to complete basic arithmetic calculations and measure volumes
• problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?
For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in designing, constructing and maintaining aquascapes. One must also have access to the resources listed below that include:
• an appropriate workplace or an environment that reproduces normal work conditions
• equipment and resources normally used in the workplace
• aquaria types
• filtration, lighting and heating systems
• information on disease identification and treatment
• water sampling and testing equipment
• aquaria plants and substrate materials.

What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to design, construct and maintain aquascapes must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different-sized city, regional or rural organisations.

What considerations should there be for context of assessment?
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal work conditions.
There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   By discussing the design and installation of the aquascape with the client.

2. How can information be collected, analysed and organised (3)?
   By assessing different layouts and equipment options that may be incorporated into the aquascape design.

3. How are activities planned and organised (3)?
   By planning and implementing the construction and maintenance of aquascapes.

4. How can teamwork (3) be applied?
   By working with others to construct aquascapes according to design parameters.

5. How can the use of mathematical ideas and techniques (3) be applied?
   By calculating construction quantities and pump and filtration system flow rates; by assessing heating requirements relevant to species, plants and physical location; and by seeking and comparing quotations provided by suppliers.

6. How can problem-solving skills (2) be applied?
   By recognising where corrective action is required and then implementing the appropriate action.

7. How can the use of technology (2) be applied?
   By operating any necessary equipment during the construction phase including communication technology and by calculating or measuring equipment.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3502A Provide advice on selection and care of aquatic animals
RUV4506A Develop enrichment strategies for companion animals

This unit of competency covers the process of developing, monitoring and reviewing enrichment strategies for companion animals and communicating the strategies to staff members.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Develop enrichment strategies</strong></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communicate enrichment strategies to others</td>
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<td></td>
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<tr>
<td>3</td>
<td>Monitor and review strategies</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th><strong>What is the range of enrichment strategies that may apply?</strong></th>
<th>Physical enrichment items may include non-edible items that can be easily added or removed from the environment such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• toys (e.g. balls, bells, toys, puzzles and mirrors)</td>
</tr>
<tr>
<td></td>
<td>• gnawing manipulada</td>
</tr>
<tr>
<td></td>
<td>• climbing poles and scratching posts</td>
</tr>
<tr>
<td></td>
<td>• nest building or bedding material including shredded paper, straw, substrate or wood shavings</td>
</tr>
<tr>
<td></td>
<td>• perches, roosting shelves and nest boxes</td>
</tr>
<tr>
<td></td>
<td>• hide boxes, tunnels and ladders.</td>
</tr>
<tr>
<td></td>
<td>Social enrichment may include levels of contact with other animals of the same species or breed. Social interactions between the animal and the carer may also be appropriate.</td>
</tr>
<tr>
<td></td>
<td>Food or food-related enrichment may be provided by giving animals opportunities to forage for food by hiding it in substrates or by giving the animal food that requires processing (e.g. peeling or shelling fruit or seeds).</td>
</tr>
</tbody>
</table>

| **What type of information may be researched?** | Research may involve reviewing technical papers, texts, Internet sites and breeder associations; and discussions with registered breeders, hobbyists, specialist breeders, wholesalers and private consultants. |

| **Which animal welfare requirements may be applicable?** | Animal welfare requirements may include adequate housing and stock levels; the compatibility of species and breeds; the absence of pests and vermin; enrichment opportunities; and compliance to appropriate state or territory legislation and regulations. |

| **What are examples of relevant OHS requirements?** | Safe work requirements may include the use of personal protective clothing and equipment relevant to the task including safety goggles and glasses, protective masks and animal handling gauntlets; hazard identification and risk minimisation; procedures for the handling, use, storage, transport and disposal of chemicals; and procedures for the handling and disposal of biological wastes. |
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- develop and apply appropriate enrichment strategies for common species or breeds, including appropriate physical, social and food-related enrichment
- comply with animal welfare and OHS requirements and organisational policies and procedures
- maintain accurate records.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- advanced animal welfare legislation and regulations
- advanced animal behaviour characteristics
- advanced enrichment strategies
- companion animal husbandry
- species compatibility
- legislative and regulatory requirements.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to develop and implement enrichment strategies
- advanced animal care and management
- ability to handle and care for companion animals
- research, record-keeping and reporting skills
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *developing enrichment strategies for companion animals*. One **must** also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- physical and food-related enrichment materials
- relevant organisational policies and procedures
- relevant regulations and legislation
- a range of companion animal species and breeds.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *develop enrichment strategies for companion animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different-sized city, regional or rural organisations.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   By developing procedures relating to enrichment strategies.

2. How can information be collected, analysed and organised (3)?
   By researching information relating to enrichment strategies.

3. How are activities planned and organised (3)?
   By planning and implementing enrichment programs within the organisation, including allocating resources.

4. How can teamwork (3) be applied?
   By instructing staff in the provision of enrichment strategies.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By identifying and costing resources required for the provision of enrichment strategies.

6. How can problem-solving skills (3) be applied?
   By monitoring and reviewing enrichment strategies and adjusting practices as required.

7. How can the use of technology (3) be applied?
   By developing and recording enrichment strategies within the organisation’s system.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3505A Provide enrichment for companion animals
This unit of competency covers the process of purchasing companion animal livestock for companion animal organisations and / or on behalf of clients. It requires the application of knowledge and skills to identify appropriate purchases from reliable sources, in line with organisational requirements. It also requires the application of skills and knowledge to research and determine best prices, check on the health status and condition of livestock, negotiate the purchase of the animals and arrange their transportation.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify companion animal livestock purchase opportunities</td>
</tr>
</tbody>
</table>
| 1.1     | Trends in purchase patterns for companion animals are identified.  
| 1.2     | Agents and sellers of companion animal livestock are researched and reviewed to determine appropriate sources.  
| 1.3     | Sales histories for companion animal livestock species or breeds are monitored and identified.  
| 1.4     | Relevant legislative requirements are identified in relation to species or breed.  
| 2       | Inspect livestock condition |
| 2.1     | **Health and condition status** of livestock are checked using accepted methods.  
| 2.2     | **Records and documents** relating to livestock histories are obtained and verified.  
| 2.3     | Government agencies, industry bodies and veterinarians are consulted as required.  
| 3       | Manage documentation |
| 3.1     | Licensing requirements for non-exempt native species are met.  
| 3.2     | Special transportation needs of livestock are identified and utilised.  

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Version 1 to be reviewed by 27 February 2007
3.3 Purchase details of livestock are completed in accordance with legislative, industry and organisational requirements.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What type of information may be researched?

Research may involve registered or licensed breeders, hobbyists, specialist breeders, wholesalers, trends and seasonal purchasing, demographics, cost and availability.

What are some of the legislative requirements that may be relevant?

Legislative requirements and codes of practice may include the Pet Industry Joint Advisory Council codes of practice, companion animal legislation, local council regulations, microchipping, animal welfare legislation and wildlife regulations.

What health and condition status considerations might there be?

Health and condition status checks may include size, age, weight, visual checks on condition, vaccination records, presence of endoparasites or exoparasites and animal health guarantees.

Which records and documents might need to be obtained?

Records and documents might include breeder certificates, wildlife licences and microchipping and vaccination records.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify market trends and seasonal availability
- determine best price for livestock
- source and evaluate suppliers
- perform health and condition checks
- identify, supply and comply with relevant housing, transport and quarantine requirements
- comply with relevant legislative requirements
- maintain accurate records
- communicate effectively with suppliers and clients.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- animal welfare requirements
- quarantine, transport and housing requirements
- animal behaviour
- companion animal livestock sources
- relevant legislative requirements.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to carry out health checks for the organisation’s range of companion animal species
- negotiation skills
- ability to safely and correctly prepare and secure animals for transport
- ability to maintain accurate records
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in purchasing companion animal livestock. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- a range of companion animal species and breeds
- housing and transport for companion animals
- livestock suppliers
- relevant legislation.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to purchase companion animal livestock must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with different animals within different-sized organisations.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.
1. How can **communication of ideas and information (3)** be applied?  
   By negotiating with suppliers and breeders.

2. How can **information be collected, analysed and organised (3)**?  
   By researching customer demand and purchase opportunities.

3. How are **activities planned and organised (3)**?  
   By attending companion animal livestock sales and arranging documentation and transport.

4. How can **teamwork (3)** be applied?  
   By facilitating purchases and transportation.

5. How can the **use of mathematical ideas and techniques (3)** be applied?  
   By calculating livestock prices and overall costs.

6. How can **problem-solving skills (3)** be applied?  
   By finding solutions to problems relating to budgeting, purchasing, inspection and transport.

7. How can the **use of technology (3)** be applied?  
   By using equipment to calculate and record data relating to purchases and costs.

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4508A  Manage companion animal breeding

This unit of competency covers the process of implementing and managing companion animal breeding programs including the assessment of breeding requirements, the establishment of breeding procedures and the development of breeding plans. It requires the skills and knowledge to select breeding options and resources appropriate to the breeding aims of the organisation. The work associated with this unit is undertaken independently within recognised industry guidelines.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess breeding requirements</td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Select animals for breeding</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Monitor breeding programs</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
3.3 Safe workplace and **environmentally** responsible practices are maintained according to **occupational health and safety** (OHS) and organisational requirements.

3.4 Relevant **legislative requirements** and **industry standards** are observed and complied with.

<table>
<thead>
<tr>
<th>4 Evaluate breeding programs</th>
<th>4.1 Breeding program processes and outcomes are reviewed and evaluated against organisation’s objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2 Criteria used to select animals for breeding are assessed and updated to meet the requirements of the breeding program.</td>
</tr>
<tr>
<td></td>
<td>4.3 Breeding records are maintained in accordance with industry standards and breeding program requirements.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th><strong>Which animals may be included in this context?</strong></th>
<th>Animals may include dogs, cats, birds, fish, reptiles, amphibians, rabbits, rats, mice and guinea pigs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What information may be considered when assessing breeding requirements?</strong></td>
<td>Relevant information may include an assessment of the organisation’s breeding and production records to identify public demand for species or breeds.</td>
</tr>
<tr>
<td><strong>Which resources may be arranged?</strong></td>
<td>Resources may include human resources, facilities and equipment including recording systems, personal protective equipment (PPE) and monitoring technology for breeding, weighing and testing equipment.</td>
</tr>
<tr>
<td><strong>What range of breeding options may be considered?</strong></td>
<td>Breeding options may include consideration of natural mating or artificial breeding, introduction of new bloodlines, retiring breeding animals, dominant or recessive mode of inheritance and genetic testing.</td>
</tr>
<tr>
<td><strong>What information may be included in breeding programs?</strong></td>
<td>Breeding programs are likely to include information about number of breeders required, selection criteria for breeders, production rates, weaning rates, the record-keeping system to be used (e.g. cards, computer, closed rings, microchipping or tattooing) and the data to be collected including births, weaned animals and sex ratio.</td>
</tr>
<tr>
<td><strong>Which breeding systems may be applied?</strong></td>
<td>Breeding systems may include line breeding and controlled out-crossing.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>Which <strong>mating methods</strong> may be applied?</td>
<td>Mating methods may include paired mating, the harem system and stud mating.</td>
</tr>
<tr>
<td>What sort of <strong>environment</strong> is suitable for breeding?</td>
<td>The appropriate environment for breeding may depend on the species involved and the specific requirements of the breeding program including temperature, humidity, day or night cycle, seasonal effects and special dietary requirements.</td>
</tr>
<tr>
<td>What <strong>OHS</strong> requirements may be relevant?</td>
<td>Safe-handling systems and procedures may include identifying hazards, assessing and reporting risks, the safe handling of husbandry equipment, the appropriate use of PPE and the safe disposal of waste.</td>
</tr>
<tr>
<td>Which <strong>industry standards</strong> may apply?</td>
<td>Codes of practice and ethics, breeding registers and reporting requirements.</td>
</tr>
<tr>
<td>Which <strong>legislative requirements</strong> may apply?</td>
<td>Legislative requirements may include animal welfare and ethics legislation, OHS legislation, Pet Industry Joint Advisory Council codes of practice, companion animal legislation, state or territory legislation and codes of practice, and local council regulations.</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify breeding requirements
- select suitable animals for breeding programs
- develop breeding programs
- establish appropriate mating systems and methods
- monitor breeding activities
- evaluate program outcomes.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- mating requirements of species or breeds
- mating systems and methods
- relevant legislative requirements
- record-keeping requirements.
<table>
<thead>
<tr>
<th><strong>What specific skills are needed to achieve the performance criteria?</strong></th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
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<tbody>
<tr>
<td>• ability to operate breeding equipment</td>
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<tr>
<td>• ability to develop and monitor breeding programs</td>
<td></td>
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<tr>
<td>• ability to apply appropriate breeding systems and mating methods according to species or breed</td>
<td></td>
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<tr>
<td>• ability to dispose of waste according to adequate health and safety requirements</td>
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<tr>
<td>• ability to maintain accurate records</td>
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<tr>
<td>• literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly</td>
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<tr>
<td>• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities</td>
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<td>• oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification</td>
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<td>• numeracy skills to complete basic arithmetic calculations and measure volumes</td>
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<tr>
<td>• problem-solving skills to use available resources and prioritise daily tasks.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What are the specific resource implications for this unit of competency?</strong></th>
<th>For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in managing companion animal breeding. One must also have access to the resources listed below that include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• an appropriate workplace or an environment that reproduces normal work conditions</td>
<td></td>
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<tr>
<td>• equipment and resources normally used in the workplace</td>
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<tr>
<td>• a range of species and breeds</td>
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<tr>
<td>• breeding equipment</td>
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<td>• breeding programs</td>
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<tr>
<td>• waste disposal procedures</td>
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<tr>
<td>• records systems.</td>
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</tbody>
</table>
### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to manage companion animal breeding must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within kennels and catteries or private breeding establishments.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   - By explaining breeding procedures to people involved in the implementation of breeding programs.

2. **How can information be collected, analysed and organised (3)?**
   - By establishing public demand for species or breeds and developing breeding programs accordingly.

3. **How are activities planned and organised (3)?**
   - Through scheduling mating activities to meet the requirements of breeding programs.

4. **How can teamwork (3) be applied?**
   - By applying effective methods and procedures, including advice from external sources, to achieve the objectives of breeding programs.

5. **How can the use of mathematical ideas and techniques (3) be applied?**
   - By applying estimation techniques to determine the likelihood of successful outcomes of breeding programs.
### 6. How can problem-solving skills (3) be applied?
By making adjustments to program resources or timetables when observing problems with mating or animal husbandry.

### 7. How can the use of technology (3) be applied?
By using the organisation’s information systems to record breeding data.

### Are there other units of competency that could be assessed with this one?
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4509A Provide professional companion animal grooming services

This unit of competency covers the process of providing professional grooming services for companion animals at their home or at a companion animal facility. The unit requires an assessment of the health and condition of the animal’s coat and determining the animal’s grooming needs with the client (owner). It requires skills and knowledge to undertake industry-recognised grooming procedures in accordance with client requirements.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1 Assess grooming needs | 1.1 Grooming needs are established with the client.  
| | 1.2 Animal’s coat length and condition, including condition of the ears, eyes and toenails, are assessed in relation to its age and breed.  
| | 1.3 Animal is checked for evidence of parasitic infection.  
| | 1.4 **General health and temperament** of the animal is checked with the client.  
| | 1.5 Observations of the animal’s condition are reported to the client.  
| | 1.6 Client is informed of grooming procedures.  
| | 1.7 Advice is provided to the client as required regarding maintenance regimes for the animal’s coat and/or condition. |
| 2 Prepare the animal and the grooming environment | 2.1 Appropriate **personal protective equipment** (PPE) is worn and used correctly.  
| | 2.2 Appropriate grooming pattern and style are identified in accordance with breed standards, client preference, health of the animal and condition of its coat. |
2.3 Grooming equipment relevant for the condition of the coat, its pattern and style is selected.

2.4 Animal is restrained and handled safely and humanely in accordance with its age, health and breed characteristics.

2.5 **Risks** are identified and managed in accordance with **occupational health and safety (OHS) and welfare requirements.**

3 Perform grooming services

3.1 **Pre-bathing procedures**, including brushing and de-matting, are carried out as required.

3.2 Animal is bathed, rinsed and dried using appropriate **bathing procedures** in accordance with organisational policies and procedures.

3.3 Grooming equipment is operated safely and correctly in accordance with organisational **grooming procedures** and manufacturers’ requirements.

3.4 Animal’s coat is styled as required using industry-recognised **grooming techniques** and in accordance with pattern, style and client requirements.

3.5 **Additional grooming services** are completed as required and in accordance with organisational policies and procedures.

3.6 Animal is handed back to the client and advice on home-grooming care is provided.

3.7 **Waste material** is collected and disposed of in accordance with environmental and legislative requirements.

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**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What is meant by the general health and temperament of the animal? | An animal’s general health and temperament may include existing medical conditions, current medications, diet, previous grooming experience, preferred restraint, habits and behavioural traits. |
| What may be included in PPE? | Personal protective clothing and equipment may include gloves, hairnets, heavy-duty rubber soled shoes, aprons and ear and face protection. |
### What are examples of possible risks?

Risks associated with animals include zoonoses and bites, scratches, wounds, kicks and crushes associated with animal handling; and those risks associated with lifting and moving animals.

### What type of OHS and animal welfare requirements would be relevant in this context?

Animal care for companion animals has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

The handling of chemicals and treatments requires extra care to ensure safe work practices are maintained.

Safe work practices should be used when packaging and handling loads, including animals and equipment. Appropriate safe handling techniques for the task are used to reduce muscle load on exertion.

Some companion animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

Animal welfare considerations include the animal being free from thirst, hunger, discomfort, pain, injury, fear and distress.

### What is involved in pre-bathing procedures?

Pre-bathing procedures will depend on the animal, its condition and the client’s needs and may include plucking and cleaning ears, trimming toenails and preparing anal and eye areas.

### What steps are involved in bathing procedures?

Bathing procedures for mobile hydro-bathing services may include the following steps:

- thoroughly wetting the animal using the appropriate water temperature
- selecting and using an appropriate shampoo and massaging it well into the coat (this may require the use of a bathing mitt to loosen dirt)
- rinsing the animal thoroughly and repeating shampooing and rinsing steps if required
- selecting and using an appropriate conditioning treatment, massaging it well into the coat and then rinsing thoroughly
- removing excess water and drying the animal using a chamois, towel or dryer.
### What may be included in organisational grooming procedures?
Organisational grooming procedures may include brushing, combing, coat clipping, de-matting, ear and eye area cleaning, nail trimming, coat reduction techniques, bathing, drying and styling.

### Which grooming techniques may be applied?
Grooming techniques may include brushing, clipping, styling, thinning, cutting, shaving and pattern trimming.

### Which additional grooming services may be relevant?
Additional grooming services may include nail trimming, ear and eye cleaning, teeth cleaning, cleaning of anal glands, brushing, blow-drying and styling the coat.

### What type of waste material may be relevant?
Waste material may include hair, nails, bath water, faeces, empty containers, chemicals, shampoos, conditioners, disposable gloves and washing and drying cloths.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**
The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- communicate effectively with clients
- assess the condition and grooming requirements of different species or breeds of companion animals
- apply grooming methods and procedures
- handle correctly and groom different species or breeds of companion animals
- identify risks related to OHS
- be empathetic to animals’ welfare needs
- use and maintain grooming equipment correctly.

**What specific knowledge is needed to achieve the performance criteria?**
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational policies and procedures, including OHS and hygiene standards
- relevant legislation and industry codes of practice
- working knowledge of companion animal biology
- normal and abnormal animal behaviour
- transmission of diseases between animals
To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to operate and maintain grooming equipment
- ability to apply a range of grooming techniques
- ability to apply various treatments
- ability to dispose of waste in accordance with health, safety and legislative requirements
- ability to use and maintain a range of grooming equipment
- ability to maintain accurate records
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing professional companion animal grooming services. One must also have access to the resources listed below that include:

- an appropriate grooming workplace or an environment that reproduces normal work conditions
- equipment and / or resources normally used in grooming workplaces
- a range of companion animal species and breeds and their owners
- grooming equipment
- organisational grooming policies and procedures, including grooming patterns and styles
- organisational and waste disposal procedures
- record systems.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide professional companion animal grooming services must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with a range of animals within different-sized city, regional or rural organisations.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace that offers grooming services, or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?

By communicating with clients in respect to their animals’ grooming needs.

2 How can information be collected, analysed and organised (2)?

By questioning clients and recording their responses.

3 How are activities planned and organised (3)?

By planning grooming programs that will meet clients’ expectations and protects the animals’ welfare.

4 How can teamwork (2) be applied?

By working with others to reach agreed outcomes.

5 How can the use of mathematical ideas and techniques (1) be applied?

By calculating the volume of water for bathing and appropriate amounts of cleansing agents.

6 How can problem-solving skills (3) be applied?

By analysing animals’ behaviour and implementing grooming programs that ensure the safety of oneself and the animals.

7 How can the use of technology (2) be applied?

By recording clients’ details on an electronic database.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4510A Provide companion animal hydro-bathing services
RUV4510A Provide companion animal hydro-bathing services

This unit of competency covers the process of operating a mobile hydro-bathing service for companion animals. It requires assessing the health and condition of animals’ coats and determining animals’ bathing needs with clients. It requires the ability to set up the mobile hydro-bath, handle animals and carry out industry-recognised bathing procedures.

It requires skills and knowledge to assess animals’ coats, provide advice to clients on coat and other maintenance regimes and to bathe animals in a calm and safe environment.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

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<tr>
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<tbody>
<tr>
<td>1 Assess bathing needs</td>
<td>1.1 Bathing needs are established with the client.</td>
</tr>
<tr>
<td></td>
<td>1.2 Animal’s coat length and condition, including condition of the ears, eyes and toenails, are assessed in relation to its age and breed.</td>
</tr>
<tr>
<td></td>
<td>1.3 Observation of the animal’s condition is reported to the client.</td>
</tr>
<tr>
<td></td>
<td>1.4 Advice is provided to the client as required regarding maintenance regimes for the animal’s coat or condition.</td>
</tr>
<tr>
<td>2 Set up mobile hydro-bath</td>
<td>2.1 Location for the hydro-bath service and access to power and water are confirmed with client.</td>
</tr>
<tr>
<td></td>
<td>2.2 On-site risks are identified and managed in accordance with occupational health and safety (OHS), traffic control and waste disposal regulations.</td>
</tr>
<tr>
<td></td>
<td>2.3 Mobile unit is positioned and secured in a safe and easily accessible area in accordance with manufacturers’ instructions.</td>
</tr>
<tr>
<td></td>
<td>2.4 Appropriate hoses are connected to water supply and drainage systems at the client’s residence in accordance with legislative requirements.</td>
</tr>
</tbody>
</table>
### 3 Prepare and bathe animal

3.1 Risks associated with potentially aggressive animal behaviour are identified and managed in accordance with OHS and animal welfare requirements.

3.2 Animal is handled safely and humanely.

3.3 Animal is brushed prior to bathing in order to remove dead skin, knots and loose hair.

3.4 Appropriate water temperature, shampoos and supplementary treatments are selected in accordance with client requirements and the animal’s breed.

3.5 Animal is bathed and rinsed using industry-recognised bathing procedures.

---

### 4 Clean and pack-up hydro-bath

4.1 Hydro-bath and associated equipment are cleaned and disinfected in accordance with organisational policies and procedures.

4.2 Waste is disposed of in accordance with relevant legislative requirements.

4.3 Consumables and other equipment are checked and packed into mobile unit.

4.4 Mobile unit is secured ready for removal from site.

4.5 Relevant documentation is completed in accordance with organisational policies and procedures.

---

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of possible risks?</th>
<th>Risks associated with animals include zoonoses and bites, scratches, wounds, kicks and crushes associated with animal handling; and those risks associated with lifting and moving animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are examples of materials and equipment?</td>
<td>Materials and equipment may include table, shelves, brushes, combs, muzzles, cotton buds / wads / balls, first aid kit, gauze, shampoo, conditioners, parasite treatments, nail trimmers, scissors, chamois, drying towels, dryers, bathing mitts, clippers with several blade sizes, haemostats, filtration systems, restraining points as well as ear-cleaning solutions and powders.</td>
</tr>
</tbody>
</table>
**How may aggressive behaviour be managed?**

Management techniques may include asking for the owner’s assistance and the use of animal restraints and muzzles.

**What type of OHS and animal welfare requirements would be relevant in this context?**

Animal care for companion animals has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

The handling of chemicals and treatments requires extra care to ensure safe work practices are maintained.

Safe work practices should be used when packaging and handling loads, including animals and equipment. Appropriate safe handling techniques for the task are used to reduce muscle load on exertion.

Some companion animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical or drug spillage. Procedures to reduce the spread of disease may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

Animal welfare considerations include the animal being free from thirst, hunger, discomfort, pain, injury, fear and distress.

**What steps are involved in industry-recognised bathing procedures?**

Procedures for mobile hydro-bathing services may include the following steps:

- thoroughly wet the animal using appropriate water temperature
- select and use an appropriate shampoo and massage it well into the coat (this may require the use of a bathing mitt to loosen dirt)
- rinse the animal thoroughly and repeat the shampoo and rinse steps if required
- select and use an appropriate conditioning treatment, massage it well into the coat and then rinse thoroughly
- remove excess water and dry the animal using a chamois, towel or dryer.
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole? The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- communicate effectively with the client to determine bathing requirements of the animal
- maintain and operate effectively a mobile hydro-bath
- identify risks related to OHS, traffic control and animal welfare
- apply bathing, rinsing and grooming techniques
- maintain accurate records.

### What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- organisational policies and procedures including OHS, hygiene standards and waste disposal regulations
- relevant legislation and industry codes of practice
- working knowledge of companion animal biology
- working knowledge of industry-recognised bathing, rinsing and basic grooming techniques
- working knowledge of how shampoo and bathing products may irritate an animal and the effects of incorrect rinsing techniques
- normal and abnormal animal behaviour and traits for relevant species
- transmission of diseases between animals
- signs and symptoms of disease and parasitic infections
- signs and processes of disease development
- basic animal first aid
- organisational record-keeping requirements.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to operate and maintain mobile hydro-baths
- ability to apply industry-recognised bathing and rinsing procedures and techniques
- ability to dispose of waste in accordance with health and safety requirements
- record-keeping skills
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; and record details and information accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing companion animal hydro-bathing services. One must also have access to the resources listed below that include:

- a range of animal breeds
- a mobile hydro-bath
- safe and easily accessible area to park mobile hydro-bath
- bathing materials and equipment, including water
- waste disposal procedures
- organisational record systems.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide companion animal hydro-bathing services must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with a range of animals and breeds within different-sized city, regional or rural organisations.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in a mobile hydro-bath with clients and animals.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1  How can communication of ideas and information (2) be applied?
   By discussing services required for their animals with clients.

2  How can information be collected, analysed and organised (2)?
   By collecting and recording information on animals’ health and condition.

3  How are activities planned and organised (3)?
   By planning the process for hydro-bathing animals.

4  How can teamwork (2) be applied?
   By working with owners to ensure animals’ health and welfare.

5  How can the use of mathematical ideas and techniques (2) be applied?
   By calculating the volume of water and the amount of chemicals and other agents required.

6  How can problem-solving skills (3) be applied?
   By working out a process for hydro-bathing animals with special needs or behavioural problems.
7 How can the **use of technology** (2) be applied?

---

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4509A Provide professional companion animal grooming services
RUV4511A Provide training advice to companion animal owners

This unit of competency covers the process of developing, monitoring and reviewing the training plans and programs of companion animals and their owners. Training may be conducted in one-on-one sessions with animals and their owners (clients) and may take place in public open spaces, in private residences or at agreed alternative venues.

Training animals and their owners requires knowledge of different animals and breeds, different training equipment and its use as well as a variety of training methods. It also requires communication skills to determine clients’ needs and to provide advice and assistance as required.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine clients’ needs</td>
</tr>
<tr>
<td>1.1</td>
<td>Training needs are discussed and determined in conjunction with clients.</td>
</tr>
<tr>
<td>1.2</td>
<td>Short and medium-term goals are set in conjunction with clients.</td>
</tr>
<tr>
<td>1.3</td>
<td><strong>Initial assessment</strong> of animals is conducted.</td>
</tr>
<tr>
<td>1.4</td>
<td>Referral to a specialist or animal behaviourist is offered as required.</td>
</tr>
<tr>
<td>2</td>
<td>Develop <strong>training plans</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Behavioural traits and conditioning strategies for a range of breeds is researched.</td>
</tr>
<tr>
<td>2.2</td>
<td>Training strategies to achieve desirable behaviours for a range of breeds are determined.</td>
</tr>
<tr>
<td>2.3</td>
<td>Training plans are developed to achieve desirable behaviours for a range of breeds.</td>
</tr>
<tr>
<td>3</td>
<td>Conduct training</td>
</tr>
<tr>
<td>3.1</td>
<td>Appropriate <strong>training equipment</strong> is selected and used in accordance with training plans.</td>
</tr>
<tr>
<td>3.2</td>
<td>Initial training is explained to clients and conducted in accordance with training plans.</td>
</tr>
</tbody>
</table>
3.3 Training is conducted in accordance with industry best practice standards including animal welfare and ethics requirements.

3.4 Training equipment is maintained and stored in accordance with training plans.

4 Conduct ongoing assessments

4.1 Progress of animals is reviewed in accordance with training plans and discussed with clients.

4.2 Training plans are reviewed and modified accordingly.

4.3 Training records are maintained in accordance with industry standards.

5 Instruct client in ongoing management

5.1 Strategies to achieve short and medium-term conditioning objectives are discussed with clients.

5.2 Advice on longer-term objectives is provided to clients.

5.3 Advice is provided to clients on training plans, including dietary requirements, behavioural enrichment, exercise and maintenance.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What does an initial assessment identify?
An initial assessment may involve visual inspection of the animal, taking a complete behaviour and training history, considering the environment in which the animal is kept and determining the clients’ expectations of training and whether these can be reasonably met.

What is included in a training plan?
A training plan incorporates a written report to clients detailing a series of humane training exercises recommended to assist them in achieving their training goals. It also details suggested management of an animal during a training program.

What are some of the behavioural traits of animals?
Behavioural traits may include normal behaviour in various contexts including social, resting, grooming, ingestive, eliminative, breeding and parental.

Which training strategies may apply?
Training strategies may include the use of positive reinforcement and, when appropriate, punishment in order to achieve learning desensitisation and counter-conditioning.
### Which **training equipment** may be used?

Training equipment may include treats and toys, leads, collars, restraints, head halters and other restraint devices.

### Which **animal welfare and ethics requirements** are applicable?

Animal welfare requirements may be considered in the development of training and management programs and may include the correct use of restraints and training devices, consideration of the animal’s breed and age, and exercise and housing requirements.

The use of punishment and negative reinforcement should be avoided and their effects on learning should be discussed with clients. Equipment that may cause harm should be avoided.

Animals that appear stressed or whose behaviour is abnormal should be referred to a veterinarian for advice.

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### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- train animals in accordance with animals’ abilities, the clients’ needs and environmental considerations
- handle and restrain animals appropriately and humanely
- identify and implement a variety of scientifically-recognised behaviour modification techniques, including the effect of positive and negative reinforcement
- select, use and maintain appropriate and humane training equipment.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- basic working knowledge of animal anatomy and physiology
- animal welfare and ethics requirements
- animal dietary, exercise and maintenance requirements
- humane training techniques
• working knowledge of a range of animals and breeds, their common behavioural traits and temperaments
• working knowledge of a range of animal training equipment and its use
• training strategies and plans.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability to handle a variety of animal breeds</td>
<td>ability to handle a variety of animal breeds</td>
</tr>
<tr>
<td>ability to use and maintain training equipment, including restraint devices</td>
<td>ability to use and maintain training equipment, including restraint devices</td>
</tr>
<tr>
<td>ability to identify client and animal needs</td>
<td>ability to identify client and animal needs</td>
</tr>
<tr>
<td>ability to develop, review and update training plans</td>
<td>ability to develop, review and update training plans</td>
</tr>
<tr>
<td>ability to supervise the training of animals in accordance with training plans</td>
<td>ability to supervise the training of animals in accordance with training plans</td>
</tr>
<tr>
<td>ability to maintain records</td>
<td>ability to maintain records</td>
</tr>
<tr>
<td>ability to provide advice to clients</td>
<td>ability to provide advice to clients</td>
</tr>
<tr>
<td>literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; record accurately and legibly the information collected; and read, develop and document animal training strategies and plans</td>
<td>literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; record accurately and legibly the information collected; and read, develop and document animal training strategies and plans</td>
</tr>
<tr>
<td>interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities</td>
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</tr>
<tr>
<td>oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification</td>
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<tr>
<td>numeracy skills to complete basic arithmetic calculations and measure volumes</td>
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</tr>
<tr>
<td>problem-solving skills to use available resources and prioritise daily tasks</td>
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</tr>
</tbody>
</table>
What are the specific resource implications for this unit of competency? For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing training advice to companion animal owners. One must also have access to the resources listed below that include:

- an appropriate workplace or an environment that reproduces normal work conditions
- equipment and resources normally used in the workplace
- a range of clients and their animals
- training equipment.

What considerations should there be for consistency in performance? To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to provide training advice to companion animal owners must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with different clients and different animal breeds and species.

What considerations should there be for context of assessment? Assessment for this unit of competency should include a practical component and will be most appropriately assessed in a situation involving clients and their animals.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency? There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

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RUUV04 Animal Care & Management Training Package

Version 1 to be reviewed by 27 February 2007
<table>
<thead>
<tr>
<th></th>
<th>How can <strong>communication of ideas and information</strong> (3) be applied?</th>
<th>By communicating with clients to determine the training needs of their animals and appropriate training techniques.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How can <strong>information be collected, analysed and organised</strong> (2)?</td>
<td>By completing and reviewing client questionnaires, observing animals before and after training and reviewing and updating training plans accordingly.</td>
</tr>
<tr>
<td>3</td>
<td>How are <strong>activities planned and organised</strong> (3)?</td>
<td>By advising clients on training plans and ongoing training maintenance for their animals.</td>
</tr>
<tr>
<td>4</td>
<td>How can <strong>teamwork</strong> (2) be applied?</td>
<td>By working with the clients to train animals.</td>
</tr>
<tr>
<td>5</td>
<td>How can the <strong>use of mathematical ideas and techniques</strong> (2) be applied?</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills</strong> (3) be applied?</td>
<td>By examining animal profiles and devising appropriate training plans, reviewing the training plans and strategies and making adjustments as necessary.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> (3) be applied?</td>
<td>By using electronic equipment to schedule training sessions, produce reports and other printed information, and research training methods, breeds and behavioural traits.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4512A Conduct companion animal training classes
RUV4512A Conduct companion animal training classes

This unit of competency covers the process of conducting training classes for companion animals and their owners. It involves developing, conducting and reviewing training classes that include behavioural training in obedience, agility and socialisation.

Training animals and their owners requires knowledge of different animals and breeds, different training equipment and its use as well as knowledge of different training methods. It also requires communicating with and directing animal owners during classes. Training will be conducted in group sessions with animals and owners and will generally take place in public open spaces.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

### Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop <strong>class training plans</strong></td>
<td>1.1 Research is conducted to explore community and client requirements for classes and to determine current acceptable training methods.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Behavioural traits</strong> for a range of breeds are researched.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Training strategies</strong> to achieve desirable behaviours are determined.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Training classes</strong> to be held are determined in accordance with organisational requirements and community and client needs.</td>
</tr>
<tr>
<td></td>
<td>1.5 Class training plans are developed in accordance with organisational requirements and the goals of training classes to be held.</td>
</tr>
<tr>
<td>2 Advertise training classes</td>
<td>2.1 Venues and equipment for training classes are determined, evaluated and prepared.</td>
</tr>
<tr>
<td></td>
<td>2.2 Documents are prepared that itemise costs involved in training classes.</td>
</tr>
<tr>
<td></td>
<td>2.3 Advertising materials are prepared and distributed in accordance with organisational requirements.</td>
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<tr>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>2.4</td>
<td>Bookings for classes are taken and enquiries are responded to appropriately.</td>
</tr>
<tr>
<td>3</td>
<td>Conduct training classes</td>
</tr>
<tr>
<td>3.1</td>
<td>Appropriate <strong>training equipment</strong> is selected and used in accordance with training plans.</td>
</tr>
<tr>
<td>3.2</td>
<td>Training is conducted in accordance with training plans, industry best practice standards, including <strong>animal welfare and ethics</strong> requirements.</td>
</tr>
<tr>
<td>3.3</td>
<td>Behaviour of individual breeds and interaction between breeds is observed and managed to minimise stress on animals, owners and class participants.</td>
</tr>
<tr>
<td>3.4</td>
<td>Training equipment is maintained and stored in accordance with training plans.</td>
</tr>
<tr>
<td>3.5</td>
<td>Progress of class participants is discussed with them.</td>
</tr>
<tr>
<td>3.6</td>
<td>Training plans are reviewed and updated as required.</td>
</tr>
<tr>
<td>3.7</td>
<td>Records are maintained in accordance with training plans and organisational policies and procedures.</td>
</tr>
<tr>
<td>4</td>
<td>Instruct classes in ongoing training maintenance</td>
</tr>
<tr>
<td>4.1</td>
<td>Strategies to achieve short and medium-term conditioning objectives are discussed with classes.</td>
</tr>
<tr>
<td>4.2</td>
<td>Advice on longer-term objectives is provided to classes.</td>
</tr>
<tr>
<td>4.3</td>
<td>Advice is provided to classes as required on animals’ dietary, exercise and maintenance requirements in accordance with the training plans.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**What is included in a class training plan?**

A training plan incorporates a detailed list of activities for the duration of the class and should include periods of learning, activity and rest for animals and owners. There should also be opportunities to review previous lessons and to practice new exercises under instruction.

**What are some of the behavioural traits of animals?**

Behavioural traits may include normal behaviour in various contexts including social, resting, grooming, ingestive, eliminative, breeding and parental.
### Which training strategies may apply?

Training strategies may include the use of positive reinforcement and, when appropriate, punishment, to achieve learning desensitisation and counter-conditioning.

### What are some examples of training classes that may be held?

Training classes may include puppy, home manners, tricks, agility, fly ball, tracking and formal obedience.

### Which training equipment may be used?

Training equipment may include treats and toys, leads, collars, restraints, head halters and other restraint devices.

### Which animal welfare and ethics requirements are applicable?

Animal welfare requirements to be considered in the development of training and management programs may include the correct use of restraints and training devices and consideration of the animals’ breed, age and exercise and housing requirements.

The use of punishment and negative reinforcement should be avoided and their effects on learning should be discussed with clients. Equipment that may cause harm should be avoided.

Animals that appear stressed or whose behaviour is abnormal should be referred to a veterinarian for advice.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- research venues, community needs, training methods and behavioural traits
- develop class training plans
- develop and distribute advertising materials
- train owners to train their animals in accordance with training plans and class requirements
- handle and restrain animals appropriately and humanely
- demonstrate animal training techniques, including positive reinforcement
- select, use and maintain training equipment
- communicate effectively with animal owners and training class participants.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- basic working knowledge of animal anatomy and physiology
- animal welfare and ethics requirements
- animal dietary, exercise and maintenance requirements
- humane training techniques for a range of animals and training requirements
- working knowledge of a range of breeds, their common behavioural traits and temperaments
- working knowledge of a range of animal training equipment and its use
- training strategies and plans
- advertising strategies.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to handle a variety of animals and breeds
- ability to use and maintain training equipment, including restraint devices
- ability to develop, review and update training plans
- ability to train owners to train their animals in accordance with training plans
- ability to observe and interpret the behaviour of owners and animals
- ability to manage training classes and minimise stress on owners and animals
- ability to maintain records
- ability to provide advice to class participants regarding ongoing training maintenance for their animals
- ability to develop and distribute advertising materials
- literacy skills to read, select and follow organisational policies and procedures, including OHS and infection control procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; record accurately and legibly the information collected; and read, develop and document animal training strategies and plans
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence to fulfil the job role as specified by the organisation, including questioning, active listening and asking for clarification
- numeracy skills to complete basic arithmetic calculations and measure volumes
- problem-solving skills to use available resources and prioritise daily tasks.

| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *conducting companion animal training classes*. One **must** also have access to the resources listed below that include:
|---|---|
|  | • an appropriate workplace or an environment that reproduces normal work conditions
|  | • equipment and resources normally used in the workplace
|  | • a range of clients and their animals
|  | • training venues and equipment
|  | • organisational advertising materials
|  | • sample training plans and class training notes.

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities. |
The skills and knowledge required to conduct companion animal training classes must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with different animal breeds and species and different-sized training classes.

### What considerations should there be for context of assessment?

Assessment for this unit of competency should include a practical component and will be most appropriately assessed in a situation involving clients and their animals.

There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   - By communicating with owners to determine their training requirements.

2. **How can information be collected, analysed and organised (2)?**
   - By collecting and analysing initial information from owners, observing animals during training and reviewing and updating training plans accordingly.

3. **How are activities planned and organised (3)?**
   - By developing, using and modifying training plans, advising classes on ongoing training maintenance for their animals and by setting and assessing homework exercises.

4. **How can teamwork (2) be applied?**
   - By working with classes to train animals and with other instructors to plan training programs.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - Not applicable.

6. **How can problem-solving skills (3) be applied?**
   - By reviewing training plans and strategies and making adjustments as required.

7. **How can the use of technology (3) be applied?**
   - By using electronic equipment to schedule training sessions and to research breeds and behavioural traits.
Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4511A Provide training advice to companion animal owners
# RUV4601A Coordinate patient admission and discharge

This unit of competency covers the process of coordinating patient admission and discharge. It also includes providing initial veterinary nursing care to patients (animals) and grief support to clients (animal owners).

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1  | Coordinate clinic admissions | 1.1 *Appointments* and other clinic procedures are **scheduled**.  
  1.2 Routine *enquiries* are answered in line with clinic policies.  
  1.3 Veterinarian is consulted on relevant details and the intended actions are conveyed to the client. |
| 2  | Provide veterinary nursing care | 2.1 *Triage* procedures are used for all admissions according to clinic policies and *occupational health and safety* (OHS) requirements.  
  2.2 Signs of pain are recognised and reported as required.  
  2.3 *Animal first aid measures* are applied to sustain life and to minimise pain as required.  
  2.4 Support is provided in the clinic to the supervising veterinarian.  
  2.5 Veterinary medicines are prepared in line with industry protocols, prescriptions and as instructed by the veterinarian. |
| 3  | Provide grief support to clients | 3.1 Client needs are identified in consultation with the client and the supervising veterinarian.  
  3.2 Sympathy and comfort are provided to the client in line with clinic policies. |
3.3 Level of grief is identified and appropriate action is taken.

3.4 Industry-recognised techniques are used in communicating with the client and providing support.

4 Implement discharge procedures

4.1 Final checks on vital signs are recorded in patient record according to clinic policy.

4.2 Patient is cleaned, groomed and prepared for discharge in line with clinic policies.

4.3 The caring transfer of the animal back to its owners is provided.

4.4 Home care advice is provided to the client as instructed.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What type of appointments may be made?
Regular consultations, surgical procedures, support and home or farm visits.

What factors are taken into account when scheduling appointments and other clinic procedures?
Clinic policy, staff availability, other resource requirements and case priorities.

How may enquiries be received?
By phone, fax, electronically, written and counter enquiries.

What is meant by triage?
Triage includes recognising and responding to emergencies and prioritising cases.

What type of OHS issues would be relevant in this context?
Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.

The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained.

Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Surgery activities have inherent additional risks including gas leakages, zoonoses, relevant infective agents (animal and human), needle pricks and cuts from other sharps.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.
What is included in animal first aid?

Establish airway, control haemorrhage and support the veterinarian in CPR procedure.

Why may grief support be required?

As a result of owner anxiety for an animal’s condition or treatment, or the loss or euthanasia of an animal.

What appropriate action could be taken?

Verbal reassurance and communication, provision of grief hotline details and literature (e.g. brochures) and follow up contact and support.

What are industry-recognised techniques?

Listening and agreeing, encouraging memories and providing advice on burial or cremation decisions.

What may be included as part of home care advice?

Nutrition, prevention of self-trauma, pain and wound management, medication and physiotherapy requirements.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- schedule appointments and attend to routine enquiries
- coordinate clinic admissions in line with clinic policies and procedures
- carry out triage procedures and apply animal first aid
- provide veterinary nursing care, including grief support, to patients and clients
- communicate effectively with the veterinarian and nurse and follow instructions
- prepare patients for discharge, provide clients with home care advice and discharge patients.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- clinic policies and procedures
- sound working knowledge of interview, listening and questioning techniques
- sound working knowledge of the physiology of the range of species handled by the clinic
- good working knowledge of clinical signs of illness and disease
recognisable signs and abnormal vital signs
- drugs applicable to each drug schedule and the regulations applicable in state or territory legislation
- sound working knowledge of veterinary terminology pertaining to the observations of patients
- sound working knowledge of nutrition, medication, self-trauma, pain and wound management and physiotherapy requirements
- sound working knowledge of the recognised stages of grieving and how to respond.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to accurately prioritise animals for consultation as well as the ability to identify vital signs and apply first aid where necessary
- ability to differentiate between enquiries that can be handled by a veterinary nurse and those that need veterinarian intervention
- ability to use, and record the use of, chemicals and medicines in accordance with relevant state or territory legislation
- ability to use veterinary terminology pertaining to patient observations
- ability to follow clinic policies and procedures
- interpersonal skills to relate to, communicate and negotiate with people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from the owner and acknowledging and responding to a range of views
- numeracy skills required to prepare veterinary medicines
- problem-solving skills to use available resources and prioritise tasks.

| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *coordinating patient admission and discharge*. One **must** also have access to the resources listed below that include:

  - an appropriate veterinary clinic or an environment that reproduces normal work conditions
  - equipment and resources normally used in a veterinary clinic
  - veterinarian, patients and clients
  - clinic appointment book or scheduler
  - clinic policies and procedures, including OHS and triage
  - patient records and / or files. |

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

  The skills and knowledge required to *coordinate patient admission and discharge* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals. |

| What considerations should there be for context of assessment? | This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

  There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   Through discussions with clinic staff and clients.

2. How can information be collected, analysed and organised (2)?
   By compiling patient histories and coordinating patient admissions and discharges.

3. How are activities planned and organised (2)?
   Through the demonstration of triage practices.

4. How can teamwork (2) be applied?
   By working together to ensure the smooth conduct of patient admissions and discharges.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Through the weighing of animals and administering of medicines.

6. How can problem-solving skills (2) be applied?
   By resolving scheduling problems and managing difficult clients.

7. How can the use of technology (2) be applied?
   By keeping clinic records and appointments electronically.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4602A **Apply radiographic routines**

This unit of competency covers the process of completing radiographic routines (in accordance with established industry sequences and clinic policies and procedures) and follow specific instructions from the veterinarian.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to perform processes requiring a range of well-developed skills where some discretion and judgement is required. One would be expected to interpret available information, take responsibility for one’s own outputs and take limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare radiographic environment</td>
</tr>
<tr>
<td>1.1</td>
<td>X-ray machine is positioned for the required procedure as instructed.</td>
</tr>
<tr>
<td>1.2</td>
<td>Darkroom is prepared for use.</td>
</tr>
<tr>
<td>1.3</td>
<td>Support staff is rostered for the required procedure.</td>
</tr>
<tr>
<td>1.4</td>
<td>Radiation safety and occupational health and safety (OHS) are followed throughout the procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Prepare radiographic equipment</td>
</tr>
<tr>
<td>2.1</td>
<td>Radiographic equipment, factors and film are prepared for use under direction and in accordance with clinic technique charts.</td>
</tr>
<tr>
<td>2.2</td>
<td>Appropriate chemicals are prepared according to label instructions.</td>
</tr>
<tr>
<td>2.3</td>
<td>Contrast media are prepared in accordance with the veterinarian’s instructions.</td>
</tr>
<tr>
<td>2.4</td>
<td>Personal protective equipment (PPE) is prepared and fitted for all staff.</td>
</tr>
<tr>
<td>3</td>
<td>Implement radiographic procedures</td>
</tr>
<tr>
<td>3.1</td>
<td>Thickness of the area to be radiographed is measured.</td>
</tr>
<tr>
<td>3.2</td>
<td>Patient is prepared for radiographic examination and positioning aids are applied as instructed.</td>
</tr>
<tr>
<td>3.3</td>
<td>Exposed film is developed and shown to supervising veterinarian.</td>
</tr>
<tr>
<td>3.4</td>
<td>Patient is monitored throughout the procedure and observations are recorded.</td>
</tr>
</tbody>
</table>
3.5 Patient is returned to housing or owner as instructed.

4 Carry out post-radiographic procedures

4.1 Radiographs and outcomes are recorded and stored.

4.2 Used chemicals and film debris are safely disposed of in accordance with clinic policy and legislative requirements.

4.3 Radiographic stocks are replenished as required.

4.4 Common **radiographic faults** are recognised and corrected.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be involved in preparing the <strong>radiographic environment</strong>?</th>
<th>Cleaning the facilities and equipment and ensuring the radiographic machine is available and in good working order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Radiographic routines incur potential hazards such as radiation exposure and chemical spills and have specific safe work procedures to be followed. Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td>What is meant by <strong>radiographic equipment</strong>?</td>
<td>Radiographic equipment may include X-ray machine, cassettes, films, table, darkroom chemicals, contrast media, markers and labels.</td>
</tr>
<tr>
<td>What is involved in preparing <strong>chemicals</strong>?</td>
<td>Chemical preparations will include the need for accurate dilutions and the correct temperatures of the developing and fixing solutions.</td>
</tr>
<tr>
<td>What is meant by <strong>contrast media</strong>?</td>
<td>Contrast media may include injectable and oral preparations.</td>
</tr>
</tbody>
</table>
What are examples of PPE? Personal radiation monitors (subject to legislative provisions), mobile shields, aprons, gloves and thyroid shields.

What may be included in radiographic procedures? Preparation for radiographic procedures may include the preparation of correct radiographic film, cassettes and grids.

Which positioning aids may be used? Restraints and aids may include anaesthetic, sedation, sand bags, cradles, gags and ropes.

How is the exposed film developed? The exposed film is removed from the cassette under darkroom conditions and may be developed manually or by an automatic processor.

Why may radiographic faults occur? Radiographic faults may occur due to problems with exposure settings, the developing process, inappropriate restraint, movement or the machine; or failure to adequately maintain machine or equipment.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency? The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

• prepare equipment, chemicals and environment in a safe manner for scheduled routines
• prepare PPE for all staff, including self
• handle animals in a safe and ethical manner
• prepare patients for routines and then position them according to the veterinarian’s instructions and the radiograph technique chart
• develop exposed film
• care for patients during examinations
• communicate effectively with the veterinarian and clients
• complete post-radiographic routines
• maintain accurate records.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

• sound working knowledge of safe work practices in the use of radiography equipment
• sound working knowledge of animal anatomy and physiology
• sound working knowledge of radiography
• working knowledge of positioning techniques.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

• ability to apply safe work practices in the use of radiography equipment
• ability to maintain an adequate supply of fresh processing chemicals
• ability to work as part of a team and in close working arrangements with the supervising veterinarian
• ability to read radiograph technique charts
• ability to position animals appropriately
• ability to identify radiograph quality and film and positioning faults
• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; implement sequenced written instructions; and record patient details accurately and legibly
• numeracy skills required to prepare chemicals
• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from the veterinarian, acknowledging and responding to a range of views.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in applying radiographic routines. One must also have access to the resources listed below that include:

• an appropriate veterinary clinic or an environment that reproduces normal work conditions
• equipment and resources normally used in a veterinary clinic
• veterinarian, patients and clients
- X-ray machine, radiographic equipment, chemical exposure and film processing equipment for X-ray
- PPE and clothing.

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<tbody>
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</tr>
<tr>
<td>The skills and knowledge required to apply radiographic routines must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>What considerations should there be for context of assessment?</th>
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<tbody>
<tr>
<td>This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.</td>
</tr>
<tr>
<td>There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.</td>
</tr>
</tbody>
</table>

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied?
Through discussion with clinic staff and veterinarians.

2 How can information be collected, analysed and organised (2)?
By observing and measuring the patient, and collecting and recording the data.

3 How are activities planned and organised (3)?
Through scheduling radiographic procedures.

4 How can teamwork (2) be applied?
By working with other clinic staff to ensure safe and effective radiographic routines.
5. How can the **use of mathematical ideas and techniques (2)** be applied?  
   By calculating dilution rates.

6. How can **problem-solving skills (2)** be applied?  
   By assisting with difficult patients and resolving common radiographic faults.

7. How can the **use of technology (2)** be applied?  
   By carrying out radiographic procedures.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
## RUV4603A Perform clinic pathology procedures

This unit of competency covers the process of collecting biological samples and performing pathology procedures. The integrity of the sample must be maintained in accordance with veterinarian instructions when conducting clinic examinations and in preparing consignments to diagnostic laboratories. All tasks are completed according to clinic policies and procedures and occupational health and safety (OHS) requirements.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implement pathology procedures</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Pathology equipment</strong> is cleaned, maintained and prepared for use in accordance with manufacturers’ instructions.</td>
</tr>
<tr>
<td>1.2</td>
<td>Slides are prepared for microscopic examination.</td>
</tr>
<tr>
<td>1.3</td>
<td>Patient is prepared for sampling procedure as instructed and in accordance with <strong>OHS</strong> requirements.</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Samples</strong> are taken as directed and placed in correctly labelled containers.</td>
</tr>
<tr>
<td>1.5</td>
<td>Patient and sample details are recorded.</td>
</tr>
<tr>
<td>1.6</td>
<td>Sample transfer to laboratory is facilitated as instructed.</td>
</tr>
<tr>
<td>1.7</td>
<td><strong>Laboratory test</strong> results are received, recorded and reported to the veterinarian.</td>
</tr>
<tr>
<td>2</td>
<td>Perform and record appropriate haematology, blood chemistry tests and other tests</td>
</tr>
<tr>
<td>2.1</td>
<td>Haematological and blood chemistry tests are performed using specific laboratory equipment.</td>
</tr>
<tr>
<td>2.2</td>
<td>Clinic <strong>pathology tests</strong> are performed as directed by the veterinarian.</td>
</tr>
<tr>
<td>2.3</td>
<td>Test results are recorded in clinic patient record and communicated to the attending veterinarian.</td>
</tr>
</tbody>
</table>
3 Assist with post-mortem examination

3.1 Supervising veterinarian is notified of death and details are recorded.

3.2 Equipment and animal are prepared for post-mortem as instructed.

3.3 Samples for pathological examination are stored and labelled.

3.4 Post-mortem debris and biological wastes are disposed of in accordance with legislative requirements.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of <strong>pathology equipment</strong>?</th>
<th>Pathology equipment may include microscopes, in-house diagnostic equipment, refractometer, tissue forceps, scalpel, knives and scales.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td>What range of <strong>samples</strong> may be collected or dispatched?</td>
<td>Tissue (skin and scale), hair samples, skin scrapings, faeces, blood, urine, semen, milk, saliva, vomitus, wound material, Gram stain smear and other body fluids and exudates.</td>
</tr>
</tbody>
</table>
What range of **laboratory tests** may be included?

Laboratory tests may include microscopic examination of samples, haematocrit, total serum proteins, white cell counts, platelet numbers, blood glucose, differential cell counts, serum electrolytes, blood urea nitrogen, blood gases, blood pH, heartworm microfilarial test, activated clotting time, serum chemistries, blood cross-match, urinalysis and cytological evaluation of urine and body cavity fluids.

Which **pathology tests** may be carried out?

Tests for antigens and antibodies, and internal or external parasites.

What are examples of **equipment** used during a post-mortem?

Trolleys, surgical instruments, scales, specimen containers, necropsy saw, knives, needles and cleaning equipment.

What are some **samples** that may be used in a pathological examination?

Tissue stored in formaldehyde, stained or unstained slides for microscopic examination and blood or faecal samples.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency?**

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- prepare equipment, slides and patients for examination
- take a range of samples for testing
- perform basic laboratory tests and record results
- provide support for post-mortem examinations
- communicate effectively with the veterinarian
- maintain accurate records.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- clinic policies and procedures, including OHS requirements
- sound working knowledge of animal anatomy and physiology
- sound working knowledge of biological sample collection methods and procedures, appropriate biological sampling sites and relevant industry laboratory techniques and procedures
• sound working knowledge of normal ranges for a range of pathology procedures
• background knowledge of a range of pathology procedures and the requirements each procedure has for sample preparation, handling and transport
• background knowledge of quality assurance procedures
• background knowledge of pathological procedures and equipment.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
</tr>
</tbody>
</table>

| ability to recognise, respond to and assist with emergencies | ability to recognise, respond to and assist with emergencies |
| ability to provide effective support to the veterinarian during procedures | ability to provide effective support to the veterinarian during procedures |
| ability to apply veterinary terminology pertaining to cases | ability to apply veterinary terminology pertaining to cases |
| ability to sample a range of biological material accurately, carry out a range of standard industry laboratory tests, maintain testing records accurately, inform the supervising veterinarian reliably and precisely of clinic signs and test results and collect required samples using a variety of techniques under veterinary direction | ability to sample a range of biological material accurately, carry out a range of standard industry laboratory tests, maintain testing records accurately, inform the supervising veterinarian reliably and precisely of clinic signs and test results and collect required samples using a variety of techniques under veterinary direction |
| ability to label, identify, transport and store specimens correctly | ability to label, identify, transport and store specimens correctly |
| ability to dispose of clinical and other waste correctly and safely | ability to dispose of clinical and other waste correctly and safely |
| ability to use personal protective clothing correctly | ability to use personal protective clothing correctly |
| ability to handle cleaning agents safely and apply appropriate cleaning techniques | ability to handle cleaning agents safely and apply appropriate cleaning techniques |
| ability to work as part of a team and in close working arrangements with the supervising veterinarian | ability to work as part of a team and in close working arrangements with the supervising veterinarian |
| keen observation skills | keen observation skills |
| literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; implement sequenced written instructions; and record samples for testing accurately and legibly | literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; implement sequenced written instructions; and record samples for testing accurately and legibly |
oral communication skills / language competence required to fulfil the job role as specified by the organisation including negotiating and questioning techniques, active listening, acknowledging and responding to a range of views and asking for clarification from the veterinarian

• numeracy skills required to prepare samples correctly

• problem-solving skills to use available resources efficiently.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in performing clinic pathology procedures. One must also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a veterinary clinic
- veterinarian, patients and clients
- pathology and post-mortem equipment
- animal samples
- patient records and / or files.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to perform clinic pathology procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.
There must be access in either situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How can communication of ideas and information (2) be applied?</td>
<td>Through discussion with other clinic staff and the veterinarian.</td>
</tr>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (2)?</td>
<td>By gathering and recording information from patient histories, pathological procedures and sample preparations.</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (2)?</td>
<td>By handling samples and pathology tests.</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (2) be applied?</td>
<td>By working with other staff and providing support in pathological procedures.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By calibrating equipment, calculating dilution rates and preparing samples.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (2) be applied?</td>
<td>By preserving samples and transporting them safely and quickly to a laboratory for testing.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using the machinery and equipment used in pathology testing.</td>
</tr>
</tbody>
</table>

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4604A Perform clinic office procedures

This unit of competency covers the process of maintaining veterinary supplies, controlling stock, maintaining clinic accounts and preparing and processing clinic correspondence. It requires knowledge of basic bookkeeping methods and principles as well as a thorough understanding of clinic security measures for the storage of veterinary medicines.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to perform processes requiring a range of well-developed skills where some discretion and judgement is required. One would be expected to interpret available information, take responsibility for one’s own outputs and take limited responsibility for the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Maintain veterinary supplies | 1.1 Clinic veterinary supplies are managed in line with clinic protocols and occupational health and safety (OHS) requirements.  
1.2 Clinic stock-pricing policy is followed.  
1.3 Stocktaking procedures are implemented in line with inventories provided.  
1.4 Veterinary medicines are documented, stored and secured as required by legislative requirements and clinic policy. |
| 2       | Maintain clinic accounts | 2.1 Accounts are prepared and issued in accordance with clinic policy.  
2.2 Basic monetary records are maintained in line with established industry business practices and clinic policy.  
2.3 Daily takings are recorded and banking processes are completed according to clinic policy.  
2.4 Payment of customer accounts is received and recorded in accordance with clinic policies. |
| 3       | Process and prepare correspondence | 3.1 Clinic correspondence to animal owners is completed.  
3.2 Correspondence is written in line with clinic policy.  
3.3 Correspondence is processed and mailed according to clinic policy. |
3.4 Correspondence is filed and stored according to clinic policy.

## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be included in <strong>clinic protocols</strong>?</th>
<th>Sales and security, procedures for ordering supplies and veterinary chemical storage and handling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>The maintenance of safe work conditions and the monitoring and recording of clinic workplace hazards. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Some pharmaceutics may only be unpacked, handled and stored by a veterinarian. Safe work practices are used in packaging and handling loads. Appropriate safe handling techniques are used to reduce muscle load on exertion.</td>
</tr>
<tr>
<td>What tasks may be included in <strong>stocktaking</strong>?</td>
<td>Maintaining adequate veterinary supplies including medicines, disposables, consumables and supplies held in clinic vehicles.</td>
</tr>
<tr>
<td>What must be considered when <strong>storing</strong> veterinary medicines?</td>
<td>Relevant poisons schedules, expiry dates and special storage requirements (including light and temperature).</td>
</tr>
<tr>
<td>What may be included in <strong>clinic policy</strong>?</td>
<td>Business plan, OHS manual, animal care, security measures and debt collection.</td>
</tr>
<tr>
<td>What may be included in maintaining <strong>clinic accounts</strong>?</td>
<td>Applicable credit cards, EFTPOS, cheques and staged payment management; and maintenance of financial records including computerised and / or manual bookkeeping.</td>
</tr>
<tr>
<td>What may be included in <strong>banking processes</strong>?</td>
<td>Banking processes may include till / register balancing, credit card and bank account reconciliations, completion of deposit slips and electronic banking.</td>
</tr>
<tr>
<td>What may be considered as <strong>correspondence</strong>?</td>
<td>Letters, emails, memos, brochures, treatment reminders, newsletters, bulletins, regulatory information and drug schedules.</td>
</tr>
</tbody>
</table>
### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- maintain clinic stock control including veterinary medicines and supplies
- maintain accurate records
- comply with clinic security measures for the storage of veterinary medicines
- maintain clinic accounts using basic bookkeeping methods and principles
- process client accounts and payments and daily takings
- process clinic correspondence
- communicate effectively with the veterinarian and clients.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- sound background knowledge of the ordering, storing, prescribing and dispensing of a wide range of pharmaceutics and the requirements of drug scheduling legislation
- sound working knowledge of the principles behind and the importance of drug inventories in the clinic
- sound working knowledge of the computer software applicable in the clinic including word processing, accounting and database patient records
- clinic policies and procedures particularly in respect to the administration of the clinic
- basic knowledge of bookkeeping principles.

#### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to accurately maintain veterinary medicine inventories
- ability to use effectively computer software applicable in the clinic including word processing, accounting and database patient records
- ability to file and store clinical records
- ability to work as part of a team and in close working arrangements with the supervising veterinarian
- interpersonal skills to work with others, have empathy with clients and relate to people from a range of cultural, social and religious backgrounds
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record owner details accurately and legibly
- oral communication skills / language competence required to fulfil the job role as specified by the organisation including negotiating and questioning techniques, active listening, asking for clarification from the veterinarian, acknowledging and responding to a range of views
- numeracy skills required to prepare accounts and complete banking processes
- problem-solving skills to use available resources and resolve customer enquiries in respect to accounts and correspondence.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *performing clinic office procedures*. One **must** also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a veterinary clinic
- veterinary medicines and supplies
- clinic policies and procedures
- clinic accounts
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to perform clinic office procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? By dealing with clinic suppliers and animal owners.

2. How can information be collected, analysed and organised (2)? Through maintaining clinic stock levels and accounts.

3. How are activities planned and organised (3)? Through the regular issuing of accounts.

4. How can teamwork (2) be applied? By providing administrative support.

5. How can the use of mathematical ideas and techniques (2) be applied? Through stocktaking processes and account reconciliations.
### RUV4604A Perform clinic office procedures

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<table>
<thead>
<tr>
<th></th>
<th>How can problem-solving skills (3) be applied?</th>
<th>Through reconciling accounts and ordering stock to ensure continuous supply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using software for stocktaking and preparing accounts.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4605A Carry out surgical nursing routines

This unit of competency covers the process of preparing the surgical environment and providing total support for the surgeon. The unit describes the skills and knowledge required to prepare for, and provide support during and after, surgical procedures including monitoring patients while they are under anaesthesia.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare for surgical procedures</td>
</tr>
<tr>
<td>1.1</td>
<td>Consent forms are completed in cooperation with owners and preoperative care advice is provided in consultation with the veterinarian.</td>
</tr>
<tr>
<td>1.2</td>
<td>Surgery equipment suitable for the species is selected and prepared ready for the surgeon in accordance with occupational health and safety (OHS) and clinic policies and procedures.</td>
</tr>
<tr>
<td>1.3</td>
<td>Surgical packs are sourced for scheduled procedures.</td>
</tr>
<tr>
<td>1.4</td>
<td>Preoperative processes are carried out in line with required procedures and industry standards.</td>
</tr>
<tr>
<td>1.5</td>
<td>Safe work practices are adopted and practised as an integral part of the clinic’s theatre procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Provide support for surgical routines</td>
</tr>
<tr>
<td>2.1</td>
<td>Animals are prepared for anaesthesia and the surgical procedure according to clinic policies and procedures.</td>
</tr>
<tr>
<td>2.2</td>
<td>Analgesics are administered to patients as directed by the veterinarian and in accordance with legislative requirements.</td>
</tr>
<tr>
<td>2.3</td>
<td>Animals are held, restrained or positioned during the operation and administration of anaesthesia as instructed.</td>
</tr>
</tbody>
</table>
### 2.4 Sterile and/or non-sterile assistance is provided to the veterinarian as instructed.

### 2.5 Routines are carried out and theatre equipment is provided to the veterinarian as instructed.

<table>
<thead>
<tr>
<th>3</th>
<th>Monitor patients and <strong>anaesthesia</strong></th>
<th>3.1 Anaesthesia induction and maintenance is continually monitored under veterinary supervision.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.2 Endotracheal intubation is completed according to clinic policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 <strong>Pain and vital signs</strong> are monitored and recorded as instructed from premedication to anaesthesia through to recovery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4 Anaesthetic depth is assessed and response is initiated in accordance with clinic policies and procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.5 <strong>Emergency procedures</strong> are followed in accordance with clinic policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.6 <strong>Postoperative anaesthesia procedures</strong> are completed in accordance with clinic policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Perform postoperative procedures</th>
<th>4.1 Wound or surgical site is monitored postoperatively for signs of <strong>abnormality</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.2 Defined <strong>postoperative patient management procedures</strong> are carried out in line with the veterinarian’s instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Postoperative advice is provided to the animal owner in line with the veterinarian’s instructions.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**Which surgical procedures may be included?** Surgical procedures for both small and large animals may include orthopaedic, ophthalmic and soft tissue. Defined surgery procedures may include diathermy and cryosurgery.

**What preoperative care advice may be provided?** Fasting and limiting liquid intake.

**What type of OHS issues would be relevant in this context?** Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.
Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained.

The handling of surgical equipment and tools presents a range of hazards including burns and scalds from sterilising equipment, pricks from needles, cuts from other sharps and gas leakages from anaesthetic machines or tubing.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.

| Which materials may be included in a **surgical pack**? | Surgical packs sourced for procedures may include instruments, swabs, drapes, gloves and gowns for spays and castrations, trauma repair, wound suturing and other procedures. |
| Which **preoperative processes** will be undertaken? | Preoperative processes may include weighing patients; noting patient’s previous experience with general anaesthetic; accessing blankets, protective gloves and anaesthetic boxes; aseptic preparation of operating areas and injection sites; selecting appropriate endotracheal tubes; administering necessary premedication, medication and analgesia under veterinary supervision; and preparing correct quantities of anaesthetic agents. |
| **How are animals prepared** for surgery? | Preparation of animals for surgical procedures may include applying restraining devices such as muzzles, rearing bits, head collars, halters or hobbles; and clipping, shaving and presurgical scrubbing routines. Further preparation may extend to veterinary procedures such as the administration of necessary premedication, intubation and the insertion of intravenous or urinary catheters, or the preparation of equipment and materials for intravenous infusions under veterinarian supervision. |
| When may **analgesics** be used and what types are there? | The administration of analgesics may be used for the provision of pre-emptive analgesia, intraoperative analgesia and postoperative analgesia. Analgesics administered by the veterinarian or under veterinary supervision may include non-steroidal anti-inflammatory, narcotic and other analgesics. |
| What type of **sterile** assistance may be provided? | Nurse may be required to scrub-up, glove, cap and gown in order to provide sterile equipment in a sterile field. |
Which **routines** could be carried out?

The presentation of sterile packs, individual instruments, equipment and suturing materials.

The adjustment of lights, equipment and the patient as directed by the surgeon. The presentation, alignment and exposure of the surgical site as directed by the surgeon.

The receiving, preparation and dispatch of pathological samples under veterinary direction. Samples for pathological examination may include tissue stored in formaldehyde, stained or unstained slides for microscopic examination and blood, faecal or urine samples.

What types of **anaesthesia** may be used?

Anaesthetics in common use include both gaseous and injectable preparations and may also include intermittent positive pressure ventilation.

What is meant by **pain and vital signs**?

Audible, visual or measured signs that indicate pain include behavioural changes, biting, kicking, increased vocalisation, increased respiration, elevated temperature, withdrawal of affected limbs, displacement of bones, straining, arching of the back, trembling and changes in normal physiology.

Vital signs and reflexes monitored under anaesthesia may include pulse rate and quality, respiratory rate and effort, rectal temperature, pulse oximetry and blood gases, anaesthesia depth, capillary refill time, palpebral reflex, heart rate, mucous membrane colour and pedal withdrawal reflex.

What may be included in **emergency procedures**?

Emergency first aid procedures may be required for shock, anaesthetic emergencies, respiratory distress, hypothermia, hyperthermia, wound breakdown and haemorrhage.

What sort of **postoperative anaesthesia procedures** could be completed?

Extubation, continued monitoring of vital signs, positioning of patient recumbency in consideration of recovery phase and surgical site and adjustment of intravenous fluid therapy rates as directed by the surgeon.

What are examples of **abnormalities** that one may look for?

Postoperative abnormalities in wounds and surgical sites may include haemorrhage or other exudation, swelling and self-trauma. Other abnormalities could include delayed recovery, cold extremities, low body temperature, pale mucous membranes, increased heart rate, increased respiratory rate or abdominal distension.
What may be included in postoperative patient management procedures?

These may include care, continued monitoring of vital signs and observation of abnormalities prior to an animal’s release. They may also include advice to the owner, in line with veterinarian’s instructions, regarding administering medicine, general care and follow-up treatment and / or follow up visits.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- prepare surgical instruments and equipment (including surgical packs) in an aseptic environment ready for surgery
- carry out preoperative processes
- prepare animals for anaesthesia and surgical procedures and administer analgesics as directed by the veterinarian
- handle and restrain animals in a safe and ethical manner
- provide effective sterile and / or non-sterile support to the veterinarian during surgical procedures
- monitor patients’ vital signs and anaesthesia during surgery
- provide postoperative care for animals and postoperative advice for clients
- communicate effectively with the veterinarian and clients.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this units of competency are listed below and include sound working knowledge of:

- relevant state or territory legislative requirements for animal welfare
- Veterinary Surgery (Science) Act
- resuscitation techniques
- anatomy and physiology
- the aseptic technique including general theatre etiquette, dress rules and ‘no-go’ areas
- skin disinfectants used and their actions
• various surgical procedures and the appropriate equipment
• a range of common surgical instruments
• equipment in both the theatre and preparation areas including clippers, vacuum cleaner, specific surgical equipment and ear tattoo instruments
• sterilisation techniques including working knowledge of the operation of autoclaves and an awareness of alternative sterilisation techniques including gamma irradiation, ethylene oxide and chemical sterilisation and their associated health hazards
• a range of anaesthetic equipment including vaporisers, cycle systems, tubing, re-breathing systems, scavenger systems
• anaesthetic monitoring techniques
• anaesthetic agents including injectable and gaseous compounds and the planes and stages of anaesthesia
• dangers related to exposure to anaesthetic agents
• legislative requirements and health regulations for the storage, use and disposal of chemicals and biological debris from veterinary procedures.

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
</tr>
<tr>
<td>• ability to use, record, store and dispose of chemicals and medicines in accordance with relevant state or territory legislation</td>
</tr>
<tr>
<td>• ability to follow OHS and clinic policies and procedures</td>
</tr>
<tr>
<td>• ability to handle animals safely and ensure their health and welfare are maintained in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td>• ability to prepare animals correctly for surgery</td>
</tr>
<tr>
<td>• ability to monitor animals’ vital signs during anaesthesia through to recovery</td>
</tr>
<tr>
<td>• ability to clean and sterilise surgical equipment as required</td>
</tr>
<tr>
<td>• ability to assist the veterinarian safely and effectively as directed</td>
</tr>
<tr>
<td>• ability to recognise, respond to and assist with emergencies</td>
</tr>
</tbody>
</table>
keen observation skills
• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
• numeracy skills required to prepare veterinary medicines
• problem-solving skills to use available resources, prioritise tasks and select, prepare and clean / sterilise instruments and equipment as directed.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carrying out surgical nursing routines. One must also have access to the resources listed below that include:

• an appropriate veterinary clinic
• equipment and resources normally used in a veterinary clinic
• veterinarian, patients and clients
• consent forms
• anaesthetic agents
• surgery materials and equipment including anaesthetic equipment, surgical packs and analgesics
• clinic policies and procedures.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to carry out surgical nursing routines must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (2) be applied? Through discussion with the veterinarian during a surgical procedure.

2 How can information be collected, analysed and organised (2)?

By collecting and recording data before, during and after the surgical procedure.

3 How are activities planned and organised (2)?

By organising surgical procedures.

4 How can teamwork (2) be applied?

By performing surgical procedures within a team environment.

5 How can the use of mathematical ideas and techniques (2) be applied?

By accurately measuring and recording doses when administering analgesics.

6 How can problem-solving skills (2) be applied?

By ensuring the availability of adequate resources when planning the work schedule for surgery procedures.
7 How can the **use of technology (2)** be applied?

By recording patient information and appointments electronically.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4606A Nurse animals

This unit of competency covers the process of providing high quality nursing care for all patients (animals) treated or housed at the clinic. It includes providing advice to clients (owners), monitoring animals and providing animal first aid as required.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

### Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Identify patients and monitor clinical signs | 1.1 Patients are **identified** according to **features** and fixed identification.  
1.2 **Animal first aid** is applied in line with clinic policy and veterinary advice if required.  
1.3 **Clinical signs** are documented through observation and owner interview and are communicated to the veterinarian.  
1.4 **Audible, visual or measurable signs** of pain are identified, recorded and used to assist in the identification of a need for analgesics.  
1.5 **Behavioural changes** indicating pain are identified and succinctly reported to the veterinarian.  
1.6 Patient needs are established in consultation with the veterinarian. |
| 2 Communicate with clients concerning hospitalised patients | 2.1 Clients are counselled and informed of patients’ progress and condition at regular intervals.  
2.2 Client complaints are responded to and grief support is carried out in line with clinic policy.  
2.3 Patient records are checked to ensure instructed routines are communicated to client. |
| 3 Provide animal care in pain situations | 3.1 An empathetic and caring approach is utilised in the husbandry of animals in pain. |
3.2 Compassionate and safe handling techniques in accordance with **occupational health and safety** (OHS) requirements are employed in animal care in the clinic.

3.3 Industry-recognised **pain management techniques** are used to minimise patient trauma.

<table>
<thead>
<tr>
<th>4</th>
<th>Care for animals</th>
<th>4.1</th>
<th>Animals are safely returned to owner or housing after treatment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.2</td>
<td>Nursing intervention is provided for individual animals in line with clinic policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3</td>
<td><strong>Prescribed routines</strong> are implemented and treatments are recorded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4</td>
<td>Patient observations are recorded according to clinic policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Care for hospitalised animals</th>
<th>5.1</th>
<th>Basic animal welfare requirements are provided in line with clinic policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.2</td>
<td><strong>Environment</strong> specifically required for the individual animal is maintained in line with the veterinarian’s instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3</td>
<td>Patients’ bodily functions are monitored and facilitated according to instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4</td>
<td>Regular <strong>monitoring</strong> of patients is carried out and recorded in line with clinic policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5</td>
<td><strong>Industry-recognised animal psychology procedures</strong> are carried out in conjunction with patient monitoring.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

How may patients be **identified**?

Animals may be grouped into four categories: dogs and cats, horses, food-producing animals and exotic animals or wildlife.

What are examples of identifying **features**?

Species, sex, colour, markings, size, age, attached tags, implanted microchips, collars and leads.

When might **animal first aid** be required?

Haemorrhage, wounds, injuries to and failing of organs and systems, toxicity, fractures and dislocations.

What are examples of **clinical signs** that may be observed?

Animals’ temperature, pulse rate, demeanour and respiration.
What are examples of **audible, visual or measurable signs** of pain including **behavioural changes**?

Audible, visual or measured signs that indicate pain include behavioural changes, biting, kicking, increased vocalisation, increased respiration, elevated temperature, withdrawal of affected limbs, displacement of bones, straining, arching of the back, trembling and changes in normal physiology.

What type of OHS issues would be relevant in this context?

Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. The movement and transport of animals may increase the risk of a pain-related aggressive response. All clinic duties should reflect an awareness of and a respect for these risks.

Safe work practices include the packaging and handling of loads including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion.

The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.

What is meant by **pain management techniques**?

Industry-recognised pain management techniques may include maintenance of body temperature and patient airway, comfortable bedding, limb elevation, restraints or cradles and appropriate analgesics.

What are examples of **prescribed routines**?

Grooming and nail clipping; bathing, exercising and providing nutritional requirements; simple dental procedures; beak trimming; oral administration of tablets, liquids and pastes; neonatal nursing; and checking basic drug dose and body weights to gauge hospitalisation success or stress.

What may be seen as an **appropriate environment**?

Appropriate environment elements may include light, sound, suitable bedding, warmth, atmosphere, access to food and water as appropriate, allowing animals to facilitate bodily functions and non-intervention.

What tasks may be required in **monitoring patients**?

Tasks may include observing and recording pulse, heart rate, respiration, temperature, capillary refill time, palpebral reflex, demeanour, urinary and faecal ability, output and volume, fluid and food intake ability and volume, observation and maintenance of intravenous fluid lines, oxygen therapy and in-dwelling urinary and intravenous catheters.

All changes must be reported to the veterinarian.

What is meant by **industry-recognised animal psychological procedures**?

Provision of comfort (e.g. touching, stroking, speaking, soothing and reassuring) and privacy (e.g. hiding places for wildlife and shy species), according to individual animal requirements.
Evidence Guide

What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify patients and determine patient histories
- provide animal first aid as required
- observe patients and maintain accurate records for clinical signs, pain and behavioural changes
- meet patients’ needs whilst they are treated or housed at clinic
- inform clients of patients’ progress and counsel clients accordingly
- communicate effectively with the veterinarian and clients.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- sound working knowledge of veterinary chemicals, the relevant poisons schedule and the legislative requirements relevant to their use
- sound working knowledge of the requirements for safe and suitable housing and appropriate materials for its construction
- sound working knowledge of animal first aid procedures and techniques
- sound working knowledge of animal pain management procedures and techniques
- sound background knowledge of the federal, state or territory legislation and codes of welfare that underpin routine animal health advice including state or territory Acts for the Control of Domestic Animals and Prevention of Cruelty to Animals and the National Health and Medical Research Council’s Code of Practice on the Use of Animals in Research Areas
- relevant state or territory legislative requirements for animal welfare, transportation of animals and animal management
- sound working knowledge of animal behaviour
- National Parks Acts, Food and Drug Acts, Veterinary Surgeons Acts and relevant state or territory Department of Health Acts
- sound working knowledge of animal physiology and anatomy, applied pharmacology and the range of analgesics (including appropriate antagonists).

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to recognise, respond to and assist with emergencies</td>
<td>• ability to undertake animal first aid procedures</td>
</tr>
<tr>
<td>• ability to undertake animal first aid procedures</td>
<td>• ability to use, and record the use of, chemicals and medicines in accordance with relevant state or territory legislation</td>
</tr>
<tr>
<td>• ability to work effectively in a team situation in the clinic, gently and carefully handle animals in pain, act promptly and effectively in response to the veterinarian’s instructions and recognise and appreciate pain in animals</td>
<td>• keen observation skills to recognise signs or behavioural change indicators in patients</td>
</tr>
<tr>
<td>• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly</td>
<td>• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities</td>
</tr>
<tr>
<td>• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views</td>
<td>• numeracy skills required to weigh and measure animals, check drug dosages and record patient information</td>
</tr>
<tr>
<td>• problem-solving skills to use available resources, prioritise tasks and use appropriate pain management techniques.</td>
<td></td>
</tr>
</tbody>
</table>
What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in nursing animals. One must also have access to the resources listed below that include:

- an appropriate veterinary clinic
- equipment and resources normally used in a veterinary clinic
- hospitalised patients, veterinarian and clients
- patient records and/or files
- clinic policies and procedures.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to nurse animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace.

There must be access in this situation to the appropriate patients, equipment and/or resources to enable one to demonstrate competency.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (1) be applied?

By communicating with owners, clinic staff and veterinarians.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How can <strong>information</strong> be collected, analysed and organised (1)?</td>
<td>By collecting and maintaining patient details.</td>
</tr>
<tr>
<td>3</td>
<td>How are <strong>activities</strong> planned and organised (2)?</td>
<td>By scheduling consultations to meet clinic resources.</td>
</tr>
<tr>
<td>4</td>
<td>How can <strong>teamwork</strong> (2) be applied?</td>
<td>By working with other staff to provide high quality animal care.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of <strong>mathematical ideas and techniques</strong> (2) be applied?</td>
<td>By monitoring pulse and respiration rate, measuring body weight and checking drug dosages.</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills</strong> (2) be applied?</td>
<td>By applying animal first aid to preserve life.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of <strong>technology</strong> (1) be applied?</td>
<td>By monitoring animals’ vital signs.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV4607A  

**Carry out medical nursing routines**

This unit of competency covers the process of providing the individual with the skills to implement medical nursing routines including the preparation and handling of patients (animals) and equipment for specific routines.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare for and assist with **medical procedures**  | 1.1 Equipment, instruments and materials are prepared for the required procedure.  
1.2 **Patient preparation** is carried out and restraint is applied as instructed and according to **occupational health and safety** (OHS) requirements.  
1.3 Scheduled procedures are carried out as instructed.  
1.4 Patient is returned to housing or owner in line with clinic policy.  
1.5 Procedures are recorded in clinic records in line with clinic policy. |
| 2 Prepare for **specific clinic routines**  | 2.1 **Equipment is prepared** and calibrated, if required, according to manufacturers’ instructions and clinic guidelines.  
2.2 Patient preparation is carried out and restraint is applied as instructed and according to OHS requirements.  
2.3 **Outcomes** of medical procedures are processed in line with clinic procedures.  
2.4 Medical procedures are **recorded** as instructed by supervising veterinarian.  
2.5 Patient is cleaned as required and returned to housing or owner according to clinic policy. |
### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

#### Which medical procedures may be included?

Medical procedures for small animals may include urinary catheterisation; cleaning ear pinna and ear canals; nail, beak or feather trimming; enemas; setting up, regulating and maintaining an intravenous drip for fluid therapy or blood transfusions; and setting up and maintaining oxygen therapy.

Medical procedures for large animals may include administering general anaesthesia to horses; providing hoof and leg care to horses; oral administration of electrolytes, pastes and drenches; subcutaneous, intravenous or intramuscular injection; and setting up, regulating and maintaining an intravenous drip for fluid therapy.

#### What may be included as part of patient preparation?

Preparations may include restraint, shaving and cleaning of target areas and application of an electroconductive medium.

#### What type of OHS issues would be relevant in this context?

Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.

Safe work practices are used in packaging and handling loads. Appropriate safe handling techniques are used to reduce muscle load on exertion.

The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained.

Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.

#### Which specific clinic routines may be included?

Specific clinic routines may include endoscopic and laparoscopic procedures, ECG trace procedures, catheterisation, aural lavage, ultrasound and other common procedures.

#### What type of equipment may require preparation?

ECG, ultrasound, endoscope, videoscope and laparoscope.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What outcomes may occur as a result of a medical procedure?</td>
<td>Images may be reproduced in printed-paper format, photographic form, ECG trace and video or digital format. Biopsies may be collected and labelled and details from endoscopic and laparoscopic procedures may be recorded.</td>
</tr>
<tr>
<td>How may the outcomes of the procedure be recorded?</td>
<td>Outcomes may be recorded and stored electronically or as hard copy.</td>
</tr>
<tr>
<td>Evidence Guide</td>
<td></td>
</tr>
<tr>
<td>What are the critical aspects of evidence required for this unit of competency?</td>
<td>The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:</td>
</tr>
<tr>
<td></td>
<td>• prepare equipment, instruments and materials and assist with medical procedures</td>
</tr>
<tr>
<td></td>
<td>• prepare and restrain patients for procedures</td>
</tr>
<tr>
<td></td>
<td>• prepare and calibrate equipment for specific clinic routines</td>
</tr>
<tr>
<td></td>
<td>• assist veterinarian with procedure outcomes including fluid therapy and catheterisation</td>
</tr>
<tr>
<td></td>
<td>• care for patients during special procedures</td>
</tr>
<tr>
<td></td>
<td>• participate in and work as a member of a team</td>
</tr>
<tr>
<td></td>
<td>• communicate effectively with the veterinarian and clients</td>
</tr>
<tr>
<td></td>
<td>• clean and store equipment</td>
</tr>
<tr>
<td></td>
<td>• maintain accurate records.</td>
</tr>
<tr>
<td>What specific knowledge is needed to achieve the performance criteria?</td>
<td>Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:</td>
</tr>
<tr>
<td></td>
<td>• sound working knowledge of safe work procedures</td>
</tr>
<tr>
<td></td>
<td>• sound knowledge of animal anatomy and physiology</td>
</tr>
<tr>
<td></td>
<td>• sound knowledge of the use, value and rationale of procedures including endoscopic, electrocardiographic and laparoscopic procedures</td>
</tr>
<tr>
<td></td>
<td>• sound working knowledge of the use and value of fluid therapy.</td>
</tr>
</tbody>
</table>
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to ensure that equipment is regularly maintained and that the recommended handling procedures for endoscopic and laparoscopic probes and ultrasound transducers are carried out
- ability to work closely with the supervising veterinarian and as part of a team
- ability to prepare animals correctly for medical procedures
- ability to clean, sterilise and store appropriate equipment as required
- ability to assist the veterinarian safely, effectively and as directed
- ability to recognise, respond to and assist with emergencies
- ability to ensure fluid therapy requirements are undertaken and monitored
- ability to apply safe work procedures in the use of equipment for medical procedures
- keen observation skills
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from the owner, acknowledging and responding to a range of views
- numeracy skills required to calibrate and operate equipment
- problem-solving skills to use available resources, prioritise tasks and select, prepare and clean or sterilise instruments and equipment as directed.
### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *carrying out medical nursing routines*. One **must** also have access to the resources listed below that include:

- an appropriate veterinary clinic
- equipment and resources normally used in a veterinary clinic
- veterinarian, patients and clients
- equipment, materials and instruments required for medical procedures
- equipment required for specific clinic routines
- clinic policies and procedures
- cleaning and calibration equipment.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *carry out medical nursing routines* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

### What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?
   By discussing issues with other clinic staff and animal owners.

2. How can information be collected, analysed and organised (2)?
   By documenting medical procedures and recording patient information.

3. How are activities planned and organised (3)?
   Through the scheduling of medical procedures.

4. How can teamwork (2) be applied?
   By applying specific clinic routines.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By recording observations and implementing trace procedures.

6. How can problem-solving skills (2) be applied?
   By dealing with difficult patients and / or procedures.

7. How can the use of technology (2) be applied?
   By conducting specific clinic routines using equipment.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4608A Coordinate and perform theatre routines

This unit of competency covers the process of providing the individual with the skills to prepare, clean and maintain theatre and equipment and prepare personnel for the performance of surgical procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare surgery schedules | 1.1 Surgery schedules are prepared and prioritised in consultation with the veterinarian and theatre nurse.  
1.2 Accurate patient histories are collated and prepared according to clinic policy.  
1.3 Surgery programs are facilitated in cooperation with the supervising veterinarian. |
| 2 Implement surgery preparations | 2.1 Surgical packs are prepared for scheduled procedures as instructed.  
2.2 Routine surgical site preparation procedures are coordinated in line with the veterinarian’s instructions and according to occupational health and safety (OHS) requirements.  
2.3 Staff preparation routines are carried out in line with clinic policy.  
2.4 Anaesthetic equipment is checked for correct operation in line with manufacturers’ specifications.  
2.5 Veterinarian, theatre personnel and self are appropriately dressed in line with clinic policy. |
| 3 Clean, maintain and store theatre instruments, equipment and supplies | 3.1 Theatre debris and disposable equipment are safely disposed of according to legislative requirements. |
3.2 Instruments are cleaned and sterilised in accordance with clinic policies and procedures.

3.3 Instruments are grouped according to type and usage and stored after use.

3.4 Equipment and supplies are maintained in line with clinic policy.

3.5 Equipment maintenance procedures are implemented to ensure machines are functional and operational.

3.6 Gowns and drapes are sterilised in accordance with clinic policies and procedures.

4. Carry out postoperative theatre routines

4.1 Theatre cleaning personnel are organised in accordance with clinic policy.

4.2 **Theatre and preparation room supplies** are verified in line with clinic policy.

4.3 Theatre is restored to a fully stocked condition according to clinic policy.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**Which factors may influence a surgery schedule?**

In consultation with the surgeon and theatre staff a plan of the most suitable order of surgical and medical operations is devised. Considerations may include sterile or non-sterile, body cavity invasive or superficial, orthopaedic, orthodontic, soft tissue, presence of infection, species of animal and the arrival of emergencies (e.g. caesarean, gastric dilation and volvulus).

**How and why may surgical packs be prepared?**

Surgical packs including required surgery equipment will be prepared for procedures that may include elective surgery, trauma repair, orthopaedic surgery, reconstructive surgery and tumour removal. Preparation may include identifying which packs are required for which procedures, grouping them for each patient and adding extra requirements such as scalpel blades and suture materials.

**What type of OHS issues would be relevant in this context?**

Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.

Safe work practices include the packaging and handling of loads. Appropriate safe handling techniques are used to reduce muscle load on exertion.
The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained.

Surgical activities also have inherent risks including zoonoses and release of infective agents (animal and human).

The handling of surgical equipment and tools presents a range of hazards including burns and scalds from sterilising equipment, pricks from needles, cuts from other sharps and gas leakages from anaesthetic machines or tubing.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.

<table>
<thead>
<tr>
<th>What may be included as part of staff preparation routines?</th>
<th>Staff preparation routines may include the exposure of junior staff to the range of surgical procedures carried out in the clinic, task allocations and timetabling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may appropriate dressing include?</td>
<td>Appropriate dressing may include theatre clothing, surgical gowns, caps, masks, boots, optical aids and gloves.</td>
</tr>
<tr>
<td>What are examples of instruments, equipment and supplies?</td>
<td>Instruments may include suture materials, scalpels, forceps, needle holders, scissors, retractors, clamps, bone plates and screws, bone chucks and air powered and electrically powered equipment. Anaesthetic equipment and supplies may include filters, soda lime and canisters, gas cylinders, vaporisers, anaesthetic machine, scavenging system, tubes, masks, incubators, anaesthetic trolley and re-breathing bags. Equipment may include that required for diathermy, cryosurgery, anaesthetic monitoring and suction. Supplies may include swabs, drains, syringes, needles, catheters, sutures, prostheses and laparotomy sponges.</td>
</tr>
<tr>
<td>What are examples of theatre debris and disposable equipment?</td>
<td>Theatre debris and disposable equipment may include syringes, needles, sharps, excised tissue and contaminated swabs.</td>
</tr>
<tr>
<td>What are examples of theatre and preparation supplies?</td>
<td>Sterile scrubbing brushes, theatre caps, surgical gloves, bone pins, orthopaedic equipment, suturing material, emergency drugs, anaesthetic supplies, intravenous fluids, consumables and disposables.</td>
</tr>
</tbody>
</table>
### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- prepare surgery and organise surgery schedules
- prepare surgical packs and routine surgical sites
- prepare and gown theatre personnel including self
- maintain equipment, instruments, materials and supplies
- clean, maintain and store theatre instruments, equipment, materials and supplies
- complete postoperative theatre routines
- communicate effectively with the veterinarian and follow instructions.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- legislative requirements and health regulations for the storage, use and disposal of chemicals and biological debris from veterinary procedures
- sound working knowledge of sterilisation techniques may include the operation of autoclaves and an awareness of alternative sterilisation techniques including gamma irradiation, ethylene oxide and chemical sterilisation and their associated health hazards
- clinic policies and procedures, including OHS
- acquired knowledge of the possible requirements of the surgeon during operations
- sound working knowledge of the range of routine surgical instruments and equipment used in preparation and theatre areas
- sound working knowledge of animal anatomy and physiology.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to use, and record the use of, chemicals and medicines in accordance with relevant state or territory legislation
- ability to clean and sterilise surgical equipment as required
- ability to complete postoperative theatre procedures
- ability to recognise, respond to and assist with emergencies
- ability to supervise the preparation of surgery schedules including the preparation of the surgical environment and relevant staff
- ability to assist the veterinarian safely and effectively as directed and work as part of a team
- ability to demonstrate keen observation skills
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from the owner, acknowledging and responding to a range of views
- numeracy skills required to operate equipment
- problem-solving skills to prioritise tasks and coordinate theatre routines.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in coordinating and performing theatre routines. One must also have access to the resources listed below that include:

- an appropriate veterinary clinic
• equipment and resources normally used in a veterinary clinic
• surgery schedules and patient histories
• theatre, surgical packs, routine surgical sites, theatre instruments, equipment, materials and supplies
• veterinarian, patients and theatre staff.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *coordinate and perform theatre routines* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

**What considerations should there be for context of assessment?**

This unit will be most appropriately assessed in a veterinary workplace.

There must be access in this situation to the appropriate equipment and/or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   By discussing cases with other clinic staff, animal owners and the veterinarian.

2. **How can information be collected, analysed and organised (2)?**
   By establishing and maintaining patient histories.

3. **How are activities planned and organised (3)?**
   By coordinating theatre schedules.
How can teamwork (3) be applied?
By working with other clinic staff and the veterinarian.

How can the use of mathematical ideas and techniques (2) be applied?
By calculating theatre stocks and checking theatre equipment.

How can problem-solving skills (2) be applied?
By ensuring sufficient resources are available to meet surgery schedules.

How can the use of technology (2) be applied?
By using technology in theatre procedures.

Are there other units of competency that could be assessed with this one?
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4609A Provide specific animal care advice

This unit of competency covers the process of providing advice to clients (owners) about animal care, nutrition, behaviour and products. All advice will be provided in a competent manner and in accordance with clinic policies and procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provide specific animal health advice</td>
<td>1.1 Evaluation of patient’s needs is completed to provide the basis for advice provision.</td>
</tr>
<tr>
<td></td>
<td>1.2 Primary care advice is provided to the client as required, noting relevant occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td>2 Offer animal care product advice</td>
<td>2.1 Background information on the range of animal care products stocked by the clinic is prepared and documented as required.</td>
</tr>
<tr>
<td></td>
<td>2.2 Client requirements are established through discussion and evaluation.</td>
</tr>
<tr>
<td></td>
<td>2.3 Specific product advice is provided to clients in line with established procedures.</td>
</tr>
<tr>
<td>3 Advise on animal nutritional requirements</td>
<td>3.1 Relevant data on patient and patient history are collected in line with established protocols.</td>
</tr>
<tr>
<td></td>
<td>3.2 Basic advice is provided to the owner on the nutritional needs of the animal.</td>
</tr>
<tr>
<td></td>
<td>3.3 Details of advice and actions are provided and recorded in clinic records and patient history.</td>
</tr>
<tr>
<td>4 Provide animal behaviour advice</td>
<td>4.1 Types of animal behaviour are explained and discussed with the owner.</td>
</tr>
<tr>
<td></td>
<td>4.2 Basic advice is provided on techniques to modify inappropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td>4.3 Details of advice and strategies are recorded in the patient’s history.</td>
</tr>
</tbody>
</table>
## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| What may be included in animal health advice? | Animal health advice may include vaccination schedules; training and socialisation; poisons information; control of external and internal parasites; optimum health parameters; potential hazards of the use of restricted agents; breeding issues including desexing, artificial insemination and care of newborn and orphan animals; nutrition; postoperative hygiene; bandage, splint and cast care; first aid advice regarding the emergency treatment of animals; fees for standard procedures; pre- and postoperative information; turnaround times for procedures required; disease processes; animal husbandry; housing; common ailments; potential health challenges; routine elective surgery; responsible pet ownership; local law requirements; and behaviour. |
| What type of OHS issues would be relevant in this context? | Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. |
| What are examples of animal care products? | Animal care products may include restraints, housing, enrichment tools and toys, grooming aides, handling tools and bedding. |
| What are examples of specific animal care product advice? | Vaccination regimes, the use of grooming equipment and topical applications, internal and external parasite control regimes, health maintenance and disease preventative programs, non-restricted preparations and the selection and use of pet accessories. |
| What may be included as advice on animal nutritional requirements? | Animal maintenance, lactation and gestation, surgical rehabilitation and environmental interaction factors. Information on prescribed diets including diets necessary with disease, vegetarian diets, obesity and weight reduction diets and life stage diets (young, active or old). Information on feeding regimes, feeding levels, adverse reactions, ingredient types, prescriptive requirements and drug interactions. Clinical nutritional advice may involve feeding regimes for urinary system disease, oral health, gastrointestinal tract disorders, urolithiasis, anorexia, cardiovascular disease, pancreatitis, malnutrition, diabetes mellitus, neoplasia, obesity, hospital feeding, intensive care and senior and puppy diets. The use of home-prepared rations, livestock forage, additives, treats, supplements and commercial foods. |
### What types of animal behaviour may be relevant when giving advice?

Aggression, barking, digging holes, anxiety, destructive behaviour, phobias, wind sucking and feather picking (in birds).

### Evidence Guide

#### What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- determine patient details, needs and requirements from interview and clinic records
- communicate effectively with clients and provide advice on animals’ health, nutrition and behaviour and on animal care products
- maintain accurate patient records.

#### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- sound working knowledge of the causes, control and prevention of diseases (e.g. cardiovascular)
- sound working knowledge of the factors influencing animal behaviour
- sound working knowledge of the elements of animal nutrition including water, protein, fat, fibre, carbohydrates, minerals, vitamins and energy
- sound working knowledge of disease processes (e.g. diabetes and pancreatitis)
- sound working knowledge of clinical pathology tests associated with disease diagnosis (e.g. glucose curve)
- sound working knowledge of animal husbandry requirements
- awareness of the components of nutrient measurement including calories, digestibility and biological value
- sound working knowledge of the components of animal digestive systems and feeding behaviours including oral or dental factors, gastrointestinal tract, liver, pancreas, kidneys, hormones, feeding biology and palatability
the nutrition process including home-prepared rations and commercial formulae

differing nutritional requirements of differing species

sound working knowledge of the energy requirements of animals for maintenance, gestation and lactation, clinical nutrition areas, life stage (e.g. growth, geriatrics, puppy or kitten feeding), obesity control, working and performance, disease, surgical rehabilitation and environmental interactions.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

• ability to read and understand animal food labels

• ability to provide advice on animal feeding for all species and conditions applicable in the clinic

• ability to read and understand ration definitions (e.g. ‘complete’ and ‘balanced’) and relevant regulations

• ability to interpret the value of home-prepared rations versus commercial formulae

• ability to perform clinical pathology tests

• ability to apply animal behaviour modification techniques

• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly

• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from the owner, acknowledging and responding to a range of views

• numeracy skills required to measure rations and doses

• problem-solving skills to use available resources, prioritise tasks and utilise patient information to provide advice on animal care.
| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *providing specific animal care advice*. One **must** also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a veterinary clinic
- veterinarian, patients and clients
- patient records and / or files
- animal care products
- literature and / or pamphlets for animal care products, nutrition, behaviour and health. |

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *provide specific animal care advice* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals. |

| What considerations should there be for context of assessment? | This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (2)** be applied?  
   Through discussion with clients, suppliers and other clinic staff.

2. How can **information be collected, analysed and organised (3)**?  
   By recording patient details, ordering products and supplying them to owners.

3. How are **activities planned and organised (2)**?  
   By providing advice during scheduled clinic visits.

4. How can **teamwork (2)** be applied?  
   By working with other clinic staff to optimise animal care.

5. How can the **use of mathematical ideas and techniques (2)** be applied?  
   Through calculating nutritional requirements and dosages.

6. How can **problem-solving skills (2)** be applied?  
   By determining best animal care in consultation with veterinarian and owners.

7. How can the **use of technology (2)** be applied?  
   By recording patient details and calculating product requirements.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4610A Carry out veterinary dental nursing procedures

This unit of competency covers the process of performing an oral examination, completing a dental chart and performing dental prophylaxis and extraction safely and effectively. All procedures are carried out in consultation with the surgeon and in accordance with occupational health and safety (OHS) requirements.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Perform oral examination | 1.1 Extraoral and intraoral examination of the conscious patient is performed.  
1.2 Patient is restrained and positioned and anaesthetic is monitored.  
1.3 Extra and intraoral examination of the patient is conducted under anaesthesia.  
1.4 Abnormalities identified during examinations are recorded and reported to the surgeon. |
| 2 Complete dental chart | 2.1 Patient details and current home dental care are recorded.  
2.2 Recognised encoded system is used under the direction of the surgeon.  
2.3 Pre-treatment pathology and graphic treatment plan are recorded as instructed by the surgeon.  
2.4 Post-treatment dentition is recorded as directed by the surgeon. |
| 3 Perform dental prophylaxis under veterinary supervision | 3.1 Routines are carried out and theatre equipment is provided to the veterinarian as instructed.  
3.2 Personal protective equipment (PPE) is fitted and worn in accordance with clinic policy.  
3.3 Dental tartar is removed using recommended dental scaling instruments. |
3.4 Teeth are cleaned and polished using techniques and equipment in accordance with clinic policy.

3.5 Emergency first aid procedures are carried out as prescribed in clinic policy.

3.6 Dental instruments and equipment are cleaned, maintained and stored according to clinic policies and procedures.

3.7 Postoperative patient management programs are completed in line with the veterinarian’s instructions.

4.1 Routines are carried out and theatre equipment is provided to the veterinarian as instructed.

4.2 PPE is fitted and worn in accordance with clinic policy.

4.3 Assistance is provided for simple extractions using techniques and equipment in accordance with clinic policy.

4.4 Emergency first aid procedures are carried out as prescribed in clinic policy.

4.5 Dental instruments and equipment are cleaned and stored according to clinic policies and procedures.

4.6 Postoperative patient management programs are completed in line with the veterinarian’s instructions.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What type of OHS issues would be relevant in this context?

Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.

Safe work practices include the packaging and handling of loads. Appropriate safe handling techniques are used to reduce muscle load on exertion.

The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained.
Clinic activities also have inherent risks including inhalation of aerosol particles, intraocular contamination, gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.

| What are examples of **abnormalities** that may be observed? | Developmental, acquired, metabolic, nutritional, inflammatory and tumours (DAMNIT). |
| What is an **encoded system** used for? | To record the presence and condition of individual teeth and the condition of the gums and oral cavity. |
| What may be included in **dental prophylaxis**? | There are twelve steps in dental prophylaxis. It would be expected that the nurse might be involved in basic dental treatment (scaling, cleaning and polishing) and provision of advice on dietary modifications, gingival cleaning and stimulation, regular brushing and the need for veterinary attention. |
| What types of **PPE** may be used? | PPE may include gloves, gowns, masks and eyewear. |
| What are examples of **dental scaling instruments** used for cleaning and polishing? | Dental forceps, hand-held instruments including scalers and curettes, ultrasonic tartar remover, rubber polishing cups, paste and toothbrush. |
| What is involved in **cleaning and polishing**? | Removing calculus, supragingival scaling and subgingival scaling and teeth polishing. |
| What may be included within **emergency first aid procedures**? | Procedures to deal with shock, anaesthetic emergencies, respiratory distress, hypothermia and hyperthermia. |
| What may be included in **postoperative patient management programs**? | Oral hygiene, discharge instructions, short and long-term home care programs and medications. |
| What is meant by a **simple extraction**? | Simple extraction refers to the non-surgical removal of broken and diseased teeth. |
| What **techniques and equipment** may be used for simple extractions? | Manual extraction using dental elevator and dental extraction forceps. |

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- implement clinic policies and procedures, including OHS and emergency procedures
- handle and restrain a range of patients
• communicate effectively with the veterinarian and clients
• observe, record and report on animals’ condition and health
• perform extra and intraoral examinations on conscious and unconscious patients
• demonstrate techniques for dental prophylaxis (scaling, cleaning and polishing) and assist with simple extractions.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include sound working knowledge of:

- anatomy of teeth and gums including basic embryology
- dietary modifications to reduce dental and gingival disease
- elements of routine oral maintenance such as daily brushing
- techniques for performing dental prophylaxis and simple extractions
- instruments and equipment required
- PPE required.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to clean teeth by removing calculus
- ability to polish teeth
- ability to assist with simple extractions under supervision
- ability to carry out the postoperative care of dental patients
- ability to handle a range of dental patients treated in the clinic in a competent manner
- ability to provide advice to owners
- ability to observe accurately and report concisely on animal condition and health
- ability to work closely with the supervising surgeon and as part of a team
• ability to recognise, respond to and assist with emergencies
• keen observation skills
• rapport with animals
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from the owner, acknowledging and responding to a range of views
• numeracy skills required to complete charts, calculate dosages and monitor anaesthesia
• problem-solving skills to use available resources and prioritise tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carry out veterinary dental nursing procedures. One must also have access to the resources listed below that include:

• an appropriate veterinary clinic or an environment that reproduces normal work conditions
• PPE
• dental equipment and instruments normally used to carry out dental prophylaxis and simple extractions
• relevant clinic policies and procedures, including OHS
• relevant codes of practice and state or territory legislation
• patient records including dental charts
• veterinarian, patients and clients.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than two occasions over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to carry out veterinary dental nursing procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a veterinary workplace.

There must be access to the appropriate dental equipment, instruments and resources for assessment purposes.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1  How can communication of ideas and information (2) be applied?
   By discussing dental patients with other clinic staff and the dental surgeon.

2  How can information be collected, analysed and organised (3)?
   By maintaining patient dental charts.

3  How are activities planned and organised (3)?
   By scheduling the treatment of dental patients.

4  How can teamwork (3) be applied?
   Through working with others to achieve clinic goals.

5  How can the use of mathematical ideas and techniques (3) be applied?
   By calculating dosages and monitoring anaesthesia.

6  How can problem-solving skills (3) be applied?
   By discussing issues such as dental disease and degeneration with the veterinary surgeon.
7 How can the use of technology (3) be applied? 

By monitoring and treating patients.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV4611A Prepare, deliver and review animal care education programs

This unit of competency covers the process of actively participating in the preparation and review of animal care education programs and their implementation within the community at large.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the transference and application of theoretical concepts and technical or creative skills to a range of situations. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicate with local community groups</td>
</tr>
<tr>
<td>1.1</td>
<td>Suitable target groups and group leaders are identified and their interest in educational programs is established.</td>
</tr>
<tr>
<td>1.2</td>
<td>Meetings with principal community groups are organised and conducted.</td>
</tr>
<tr>
<td>1.3</td>
<td>Reciprocal benefits and objectives are determined and recorded.</td>
</tr>
<tr>
<td>1.4</td>
<td>Action plans are developed and meetings are scheduled.</td>
</tr>
<tr>
<td>2</td>
<td>Prepare animal care education material</td>
</tr>
<tr>
<td>2.1</td>
<td>Information on existing community animal care education programs is obtained and relevancy is assessed in consultation with the target group.</td>
</tr>
<tr>
<td>2.2</td>
<td>Communication methods and materials for delivery, including relevant occupational health and safety (OHS) requirements, are designed.</td>
</tr>
<tr>
<td>2.3</td>
<td>Associated industry groups are contacted and the provision of resources is discussed.</td>
</tr>
<tr>
<td>2.4</td>
<td>Materials for program delivery are prepared in consultation with the relevant parties.</td>
</tr>
<tr>
<td>3</td>
<td>Deliver and review animal care education programs</td>
</tr>
<tr>
<td>3.1</td>
<td>Animal care education programs are provided to community groups in line with developed schedules.</td>
</tr>
</tbody>
</table>
3.2 Animal care outcomes achieved through the delivery of relevant education programs are reviewed and delivery policies are adjusted as required.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What are examples of community groups?</th>
<th>Schools, facilities for the elderly, dog obedience groups or clubs, dog and cat breed support groups, local government authorities and production animal support groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What existing animal care education programs may be included?</td>
<td>Programs such ‘PetPEP’ and ‘Cats in Schools’.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Animal care should also ensure that animals used in the program are safe and reliable. Safe work practices include the packaging and handling of loads. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Clinic activities also have inherent risks including gas leakages zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td>What may be included in education programs?</td>
<td>Education programs may include written notes and activity sheets, overhead slides, videos, brochures and endorsed pet care products.</td>
</tr>
</tbody>
</table>

Evidence Guide

What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- establish community needs and interest in educational programs
- develop an action plan and meeting schedule
RUV4611A Prepare, deliver and review animal care education programs

- gather information and develop materials for the program
- develop, deliver and evaluate relevant programs within the local community
- communicate effectively with clients and employers.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below and include sound working knowledge of:

- existing animal education programs
- teaching strategies
- local demographics
- instructional design principles
- animal care needs
- animal nutrition and health.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to relate to and communicate with the full range of community partners
- ability to develop clear and concise materials as the basis for animal care education programs
- ability to deliver effectively animal education programs to a wide range of community groups
- ability to evaluate critically and report on animal care education programs
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
- written skills to prepare animal care education programs
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from community members, acknowledging and responding to a range of views
- problem-solving skills to use available resources and present animal care information in a format appropriate to an audience.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in preparing, delivering and reviewing animal care education programs. One must also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a veterinary clinic
- appropriate venue for program delivery
- community groups
- animal care education information and materials
- animal care education programs.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to prepare, deliver and review animal care education programs must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.
There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?

   Through listening to community needs and developing suitable animal care education programs.

2. How can information be collected, analysed and organised (2)?

   By researching program requirements.

3. How are activities planned and organised (3)?

   Through the application of instructional design principles.

4. How can teamwork (2) be applied?

   By working with others to develop effective learning strategies.

5. How can the use of mathematical ideas and techniques (2) be applied?

   By evaluating statistical information.

6. How can problem-solving skills (3) be applied?

   By reviewing and improving programs based on participant feedback.

7. How can the use of technology (2) be applied?

   By using electronic equipment to develop learning resources.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
# RUV4612A Coordinate clinic promotional activities

This unit of competency covers the process of managing the promotion of the clinic within the community through contact with individuals and mass media activities.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the transference and application of theoretical concepts and technical or creative skills to a range of situations. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish, market and implement promotional strategies</td>
</tr>
<tr>
<td></td>
<td><strong>1.1</strong> Research is conducted to identify the target market.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong> Communication strategies to promote clinic services to clients are established in consultation with other clinic personnel and in line with the clinic’s business plan.</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong> Promotional material is prepared in consultation with other clinic personnel and in accordance with clinic and occupational health and safety (OHS) policies.</td>
</tr>
<tr>
<td></td>
<td><strong>1.4</strong> Budgets are prepared and negotiations are completed with external agents and services.</td>
</tr>
<tr>
<td></td>
<td><strong>1.5</strong> Relevant clinic personnel are trained and utilised to fulfil promotional goals.</td>
</tr>
<tr>
<td></td>
<td><strong>1.6</strong> Promotional materials are prepared as programmed and their impact is monitored.</td>
</tr>
<tr>
<td>2</td>
<td>Promote clinic</td>
</tr>
<tr>
<td></td>
<td><strong>2.1</strong> Clinic public access times are determined in consultation with other clinic personnel and clinic policy.</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong> Advertising routines are performed in line with clinic policy and budgets.</td>
</tr>
<tr>
<td></td>
<td><strong>2.3</strong> Clinic involvement with the community and associated groups and the level of involvement are determined in consultation with the relevant parties.</td>
</tr>
</tbody>
</table>
2.4 Clinic personnel are notified of their respective roles and details are recorded.

2.5 Measured outcomes are **monitored and evaluated**.

2.6 Policy adjustments are made as a result of measured outcomes.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<p>| What type of <strong>research</strong> may be undertaken? | Demographic analysis; computer analysis; focus groups; community groups; surveys; current market research publications (books, magazines, Australian Bureau of Statistics and industry reports); and communication with past, present and potential clients and other clinics. |
| What type of <strong>communication strategies</strong> may be used? | Written, verbal, visual, electronic, audio or a combination of these. |
| Which <strong>promotional materials</strong> may be used? | Newsletters, brochures, business cards, refrigerator magnets, audio telephone tapes, web pages, open days, evening or individual client clinic tours, client seminars and clinic handouts. |
| What type of <strong>OHS</strong> issues would be relevant in this context? | Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices include the packaging and handling of loads. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines requires extra care to ensure safe work practices are maintained. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation. |
| <strong>Who may be included as external agents and services?</strong> | Graphic artists, printers, veterinary product suppliers, pharmaceutical companies and marketing consultants and advisers. |
| <strong>How may training of staff occur?</strong> | Individual training, commercial training and group clinic training. |</p>
<table>
<thead>
<tr>
<th>Who may be included as associated groups?</th>
<th>Veterinary distributors, pharmaceutical distributors, product distributors, local businesses, community groups including schools, animal breed groups, dog obedience clubs, agricultural societies and racing clubs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of monitoring and evaluation may occur?</td>
<td>Data retrieval, budget comparison per activity or promotion, client response methods (e.g. surveys and direct feedback), product turnover and annual budget turnover, staff feedback, Australian Veterinary Association and the Veterinary Nurses Council of Australia policies and codes of practice.</td>
</tr>
</tbody>
</table>

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify the target market
- establish communication strategies and prepare promotional materials
- use and regularly evaluate promotional and marketing materials to maximise community awareness of the clinic
- maintain accurate records
- work as a member of the clinic team to achieve outcomes
- plan clinic resources
- communicate effectively with clients and employers.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include sound working knowledge of:

- the animal population in the local community
- relevant legislative and industry codes of practice and policies
- clinic policies and procedures
- suitable promotional strategies for veterinary clinics
- local animal health issues
- the clinic network
- local demographics
- marketing practices
- the animal health industry participants
- active community groups associated with animal care.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to communicate effectively with the full range of community groups
- ability to research and analyse data for promotional purposes
- ability to develop promotional materials for the clinic that stimulate widespread community appeal
- ability to establish effective teamwork processes within the clinic
- ability to write reports and plan projects
- marketing skills
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written instructions; and record patient details accurately and legibly
- written skills to prepare and review promotional materials
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from community members, acknowledging and responding to a range of views
- problem-solving skills to use available resources and present promotional material in a cost-effective and interesting manner.
| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *coordinating clinic promotional activities*. One **must** also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a veterinary clinic
- clinic personnel, external agents, community and associated groups
- communication strategies
- promotional material. |

| What considerations should there be for consistency in performance? | To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to *coordinate clinic promotional activities* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals. |

| What considerations should there be for context of assessment? | This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |
**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

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<thead>
<tr>
<th>Question</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  How can communication of ideas and information (3) be applied?</td>
<td></td>
<td>By developing creative ways of communicating with the community.</td>
</tr>
<tr>
<td>2  How can information be collected, analysed and organised (3)?</td>
<td></td>
<td>Through researching and analysing market needs.</td>
</tr>
<tr>
<td>3  How are activities planned and organised (3)?</td>
<td></td>
<td>By developing a coordinated approach to promotional materials and activities.</td>
</tr>
<tr>
<td>4  How can teamwork (2) be applied?</td>
<td></td>
<td>By involving all clinic members.</td>
</tr>
<tr>
<td>5  How can the use of mathematical ideas and techniques (2) be applied?</td>
<td></td>
<td>Through collating statistical information.</td>
</tr>
<tr>
<td>6  How can problem-solving skills (3) be applied?</td>
<td></td>
<td>By developing promotional strategies for a range of clients.</td>
</tr>
<tr>
<td>7  How can the use of technology (2) be applied?</td>
<td></td>
<td>By communicating with the community and when developing materials.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4613A Develop and implement specific clinic policies
RUV4613A Develop and implement specific clinic policies

This unit of competency covers the process of developing and implementing specific clinic policies and communicating them to clinic personnel to ensure the sound management of the business.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the transference and application of theoretical concepts and technical or creative skills to a range of situations. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Prepare, develop and implement clinic policies | 1.1 Legislative and other reference materials are collated from all sources including external advisers.  
1.2 Directions, concerns and recommendations of clinic personnel are collected and recorded.  
1.3 Policy material is prepared and written to suit clinic needs.  
1.4 Draft policies are circulated for comment by staff and for management approval.  
1.5 Systems and structures for policy implementation in the clinic are organised in consultation with staff members and / or specialist advisers. |
| 2 Communicate clinic policies to all personnel | 2.1 Developed clinic policies are distributed to all staff as required.  
2.2 Training programs in the use of and adherence to clinic policies are initiated and facilitated with all clinic staff.  
2.3 Regular reviews are conducted to monitor staff adherence to clinic policies and measure training outcomes. |
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be taken into account in preparing and developing clinic policies?</th>
<th>Relevant occupational health and safety (OHS) hazard identification; risk assessment; the handling, use, storage, transport and disposal of chemicals; the handling and disposal of biological wastes; risk control measures; and organisational OHS risk management programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which policies may be relevant?</td>
<td>Professional services, nursing care, OHS, security (stock, personnel, premises, client and patient), business and marketing plans, office procedures, staff appraisal and professional development.</td>
</tr>
<tr>
<td>How may policies be communicated to staff?</td>
<td>Meetings, training sessions, hard and soft copies of policies made available and/or displayed in the clinic.</td>
</tr>
</tbody>
</table>

Evidence Guide

What are the critical aspects of evidence required for this unit of competency?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- prepare and develop clinic policies in consultation with veterinary staff
- establish and document security issues
- implement policies within the clinic
- identify and utilise communication processes in optimising clinic performance
- train, monitor and review staff use of and adherence to clinic policies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below and include:

Advanced working knowledge of:

- the clinic network
- security requirements and systems
- communication methods.

Working knowledge of:

- human resources management
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to provide effective management input to the clinic
- ability to prepare high quality reports and documents
- ability to participate in group training or marketing activities
- literacy skills to interpret information, and policies and procedures; select and apply the procedures to perform a range of tasks; and implement sequenced written instructions
- written skills to prepare and review clinic policies
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from staff, acknowledging and responding to a range of views
- problem-solving skills to communicate clinic policies and procedures to staff in an effective manner.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in developing and implementing specific clinic policies. One must also have access to the resources listed below that include:

- an appropriate veterinary clinic or an environment that reproduces normal work conditions
- equipment and resources normally used in a veterinary clinic
- legislative and other reference materials
- clinic personnel.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, patients, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to develop and implement specific clinic policies must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within city, regional and rural clinics, small clinics, multi-person clinics and large units such as veterinary hospitals.

What considerations should there be for context of assessment?

This unit will be most appropriately assessed in a veterinary workplace or in an environment that reproduces normal work conditions. The latter may include a registered veterinary clinic attached to a registered training organisation.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   By discussing policy development and seeking feedback from all staff.

2. How can information be collected, analysed and organised (3)?
   By translating the information collected into clinic policy.

3. How are activities planned and organised (2)?
   By utilising a variety of collection methods and review techniques.

4. How can teamwork (2) be applied?
   By working together to develop and implement clinic policy.

5. How can the use of mathematical ideas and techniques (2) be applied?
   By calculating clinic requirements.
### 6. How can **problem-solving skills (2)** be applied?
By involving staff in policy development and addressing conflicting views.

### 7. How can the **use of technology (2)** be applied?
By using electronic equipment to develop clinic policies and procedures.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

- RUV4612A Coordinate clinic promotional activities
Level 5 Animal Care and Management Units

RU5301A Carry out breeding procedures ................................................................. 691
RU5302A Carry out post-mortem examination of a research animal .................. 698
RU5303A Manage nutrition of research animals ..................................................... 706
RU5304A Manage compliance in animal technology ............................................. 712
RU5305A Manage and maintain the health of research animals ......................... 719
RU5306A Plan an animal technology facility ......................................................... 725
RU5307A Manage laboratory procedures ............................................................. 731
RU5308A Administer anaesthesia and perform surgery on animals for scientific purposes ................................................................. 737
RU5401A Design and develop enclosures and exhibits ....................................... 747
RU5402A Develop and monitor collection management ....................................... 753
RU5601A Manage nursing requirements for specialised surgical procedures .... 759
RU5602A Carry out postoperative nursing routines ............................................. 769
RU5603A Produce veterinary dental oral cavity radiographs .............................. 777
RU5604A Provide veterinary dental nursing support for advanced veterinary dental surgery ................................................................. 783
RU5605A Prepare for emergency response ............................................................ 791
RU5606A Perform emergency procedures to sustain life .................................... 797
RU5607A Provide nursing support for critical care surgery ................................... 804
RUV5301A  Carry out breeding procedures

This unit of competency covers the process of selecting and preparing animals for breeding and implementing breeding procedures. Work is performed in accordance with the institution’s breeding program and standard operating procedures and requires a sound working knowledge of genetics.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select animals and prepare for breeding</td>
</tr>
<tr>
<td></td>
<td>1.1 Breeding program requirements and production schedules are identified and confirmed.</td>
</tr>
<tr>
<td></td>
<td>1.2 Animals for mating are selected and monitored to determine the current stage of their reproductive cycle.</td>
</tr>
<tr>
<td></td>
<td>1.3 Animals selected for mating are placed in an appropriate environment.</td>
</tr>
<tr>
<td>2</td>
<td>Implement breeding procedures</td>
</tr>
<tr>
<td></td>
<td>2.1 Appropriate mating systems are selected and applied in accordance with the breeding program.</td>
</tr>
<tr>
<td></td>
<td>2.2 Appropriate mating methods are selected and applied in accordance with the breeding program.</td>
</tr>
<tr>
<td></td>
<td>2.3 Animals are monitored during and after the mating period to determine whether mating has been successful.</td>
</tr>
<tr>
<td>3</td>
<td>Perform post-mating procedures</td>
</tr>
<tr>
<td></td>
<td>3.1 Animals are monitored for signs of hatching or parturition.</td>
</tr>
<tr>
<td></td>
<td>3.2 Fostering arrangements or caesarean rederivations are planned as necessary.</td>
</tr>
<tr>
<td></td>
<td>3.3 Quality of offspring is assessed in accordance with required quality parameters of the breeding program.</td>
</tr>
<tr>
<td></td>
<td>3.4 Offspring are identified, sexed and weaned in accordance with the breeding program.</td>
</tr>
</tbody>
</table>
3.5 **Post-weaning management** is carried out in accordance with the breeding program.

3.6 **Breeding records** are maintained according to the breeding program requirements and institutional policies and procedures.

| 4 | Name and record animals | 4.1 Types of animals are identified. |
| 4.2 | The correct genetic names of animals are established by gathering information and seeking guidance from the relevant nomenclature committee and scientists. |
| 4.3 | Strain names are registered if appropriate. |

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**What may a sound working knowledge of genetics include?** Genetic concepts including phenotype, genotype, cell differentiation and genetic integrity, segregation, locus, heterozygosity, homozygosity, allele, recessive and recombinant genes, autosomes, polygenic, punnet squares, chromosomes and inheritance, sex-linked genes and coefficient of inbreeding.

**Which animals may be covered in this context?** Animals may include birds, fish, reptiles, cats, dogs, primates, native or wildlife animals and birds, farm animals (such as pigs, sheep, horses, cattle or goats), rabbits, rats, mice or guinea pigs. Animals may be housed in an experimental or teaching facility and typically, but not always, in a laboratory setting.

**What information may be included in the breeding program?** The breeding program is likely to include information about the number of breeders required, selection criteria for breeders and retiring breeders, breeding system to be used (e.g. inbred, outbred, backcross and genotype), fostering requirements, identification system to be used, record system to be used (e.g. computer, cards and books) and the data to be collected about production rates (e.g. numbers born and sex ratios) and weaning rates.

**What are possible considerations in selecting an animal for mating?** Requirements of the breeding program, past reproductive performance of the individual or colony, correct genotype, correct phenotype or strain and correct pedigree line.

**How are animals likely to be monitored to determine stage in the reproductive cycle?** Animals will be monitored by visual appearance, identification of oestrus, evidence of mating and ongoing observation.
What sort of **environment** is suitable for breeding?  
The appropriate environment for breeding will depend on the species involved and the specific requirements of the breeding program including temperature, humidity, day or night cycle, seasonal effects and special dietary requirements.

Which **mating systems** may be applied?  
Mating systems may include inbreeding, controlled outbreeding, cross breeding, hybrid breeding or breeding of mutant and transgenic strains.

Which **mating methods** may be applied?  
Mating methods may include paired mating, the harem system, stud mating, hand mating or dominant mutant.

How might animals be **monitored during and after the mating period**?  
Monitoring might include confirmation of mating and pregnancy.

What **signs of hatching or parturition** might be observed?  
Signs might include evidence of labour or preparation for birth including nest making, laboured breathing, pushing, milk let down or vaginal discharge.

What **fostering arrangements** may be required?  
Arrangements may include the selection of appropriate mothers and preparation of foster mothers or carers for bottle-feeding.

What is involved in **post-weaning management**?  
Post-weaning management may include supplement feeding, phenotype care and the selection of future breeding animals or research stock based on genotying, health or history.

What information should be included in **breeding records**?  
Breeding records should include date of birth; numbers born, stillborn, missing or found dead; sexes born; number weaned; and strain, genotype and phenotype information.

What types of animals may be identified?  
Animal types may include recombinant, inbred, hybrid, genetically modified, congenic and chromosomal aberration animals.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**  
The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:

- select and prepare animals for breeding
- monitor animals
- select and apply appropriate mating systems and methods
- perform appropriate post-mating procedures in accordance with institutional policies and procedures and the requirements of the breeding program
- identify and record animal type and genetic and strain names where appropriate
- maintain accurate records.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- anatomy and physiology
- oestrus cycles including representative polyoestrus, mono-oestrus and induced ovulation species
- genetics including principles, common terminology and nomenclature
- the function and requirements of a breeding colony
- the purpose of different aspects of breeding data and records
- knockout and transgenic technology
- the range of mating systems, behaviour and methods appropriate to the species
- requirements of the institution and its breeding program
- common pedigrees.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to identify the sex, age and reproductive status of male and female animals
- ability to interpret a breeding program
- ability to implement quality assurance procedures
- ability to implement institutional policies and procedures, including standard operating procedures
- ability to keep records relevant to the breeding program and institutional policies and procedures
- ability to identify health, congenital reproductive and parturition problems in breeding animals
- ability to handle and restrain animals during mating
- ability to monitor animals to determine the stage of their reproductive cycles and signs of hatching or parturition after mating
literacy skills to read and implement institutional policies and procedures, critically analyse material and record the information collected accurately and legibly

numeracy skills to complete mathematical calculations relevant to breeding procedures

oral communication skills / language competence to fulfil the job role as specified by the institution including questioning techniques, active listening and consulting with management

written skills to prepare and write reports

interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities

problem-solving skills to use available resources and carry out breeding procedures.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *carrying out breeding procedures*. One **must** also have access to the resources listed below that include:

- an appropriate animal technology workplace or an environment that reproduces normal work conditions that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)
- equipment and / or resources normally used in the workplace
- personal protective clothing and equipment
- a range of research animals
- sperm, ova, embryos and reproductive organs from cadavers
- computers for creating and maintaining breeding records.
**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *carry out breeding procedures* must be *transferable* to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different workplaces and with different species and different-sized colonies.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the *key competencies*, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

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<thead>
<tr>
<th>Process</th>
<th>Level</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information (3) be applied?</td>
<td></td>
<td>By creating and maintaining breeding records.</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised (3)?</td>
<td></td>
<td>By observing animal behaviour to assess readiness for mating and by utilising records to select and maintain a colony.</td>
</tr>
<tr>
<td>How are activities planned and organised (3)?</td>
<td></td>
<td>By scheduling mating activities to meet the requirements of the breeding program.</td>
</tr>
<tr>
<td>How can teamwork (3) be applied?</td>
<td></td>
<td>By contributing to the production of offspring in a coordinated way and according to the facility’s breeding program.</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques (3) be applied?</td>
<td></td>
<td>By calculating the reproductive performance of animals.</td>
</tr>
<tr>
<td>How can problem-solving skills (3) be applied?</td>
<td></td>
<td>By observing and reporting problems with mating and animal husbandry.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology (2)</strong> be applied?</td>
<td>By recording breeding data using the facility’s information systems.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV5302A Carry out post-mortem examination of a research animal

This unit of competency has been developed specifically for Animal Technicians working with and caring for animals (all live non-human vertebrates) used within scientific establishments for scientific purposes and teaching.

This unit of competency covers the process of conducting a post-mortem examination of a research animal for scientific purposes. It involves collating information, opening the animal carcass, identifying and visually inspecting organs and tissues and taking samples for further analysis by a supervisor or veterinarian, or taking samples for use in an experimental research program.

The post-mortem examination will be performed as part of, or to support, a research program or experiment. An understanding of the program’s objectives and of the significance of the post-mortem examination and the samples taken is essential.

Work is likely to be performed independently according to the institution’s standard operating procedures but may also be undertaken as part of a team that includes other staff, researchers, veterinarians and specialist analysts.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

*Note: Scientific purposes refers to ‘all those activities that require approval from an AEC and are performed to acquire, develop or demonstrate knowledge of techniques in any scientific discipline, including activities for the purposes of teaching, field trials, environmental studies, research, diagnosis, product testing, and the production of biological products’.*

*Note: This unit does not cover the analysis and / or diagnosis of preliminary information or samples taken during the post-mortem.*

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare to conduct the post-mortem examination</td>
</tr>
<tr>
<td>1.1</td>
<td>The animal to be examined is moved to the post-mortem area using appropriate manual lifting techniques and / or equipment.</td>
</tr>
<tr>
<td>1.2</td>
<td>The site for the post-mortem is selected, taking into account environmental implications and its proximity to other facilities.</td>
</tr>
</tbody>
</table>
1.3 The site to be used for the post-mortem is prepared by cleaning it.
1.4 Containment issues are identified and appropriate action is taken.
1.5 Death of the animal is confirmed by checking its vital signs.
1.6 Abnormal characteristics that may indicate the presence of notifiable and potentially hazardous conditions or diseases are identified and appropriate action is taken.
1.7 All relevant preliminary information about the animal to be examined is obtained and collated.
1.8 Occupational health and safety (OHS) hazards associated with the procedure are identified and appropriate action is taken.
1.9 Correct clothing, equipment and resources are obtained and prepared for use.
1.10 Expert assistance is sought as appropriate.

<table>
<thead>
<tr>
<th>2</th>
<th>Carry out the post-mortem examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>External assessment of the animal is carried out and outward signs of abnormalities or injury are noted.</td>
</tr>
<tr>
<td>2.2</td>
<td>Animal is cut open, without cutting stomach cavity or organs, using appropriate techniques and equipment.</td>
</tr>
<tr>
<td>2.3</td>
<td>Organs, tissues and joints are examined.</td>
</tr>
<tr>
<td>2.4</td>
<td>Samples of organs and other tissues are taken where appropriate and placed in labelled, appropriate containers to meet institutional and laboratory requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Complete the post-mortem examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Carcass is disposed of using appropriate equipment according to institutional quarantine requirements and other procedures.</td>
</tr>
<tr>
<td>3.2</td>
<td>Correctly labelled and packaged samples are sent for analysis.</td>
</tr>
<tr>
<td>3.3</td>
<td>All preliminary information about the animal examined and the records of observations made during the post-mortem are collated and forwarded to the supervisor or veterinarian for analysis and diagnosis.</td>
</tr>
<tr>
<td>3.4</td>
<td>All equipment used is cleaned and disinfected after use and before being put away.</td>
</tr>
<tr>
<td>3.5</td>
<td>Area used for the post-mortem is cleaned and, where appropriate, disinfected.</td>
</tr>
</tbody>
</table>
3.6 Disposable gloves are disinfected before being disposed of according to institutional procedures.

3.7 Hands are thoroughly washed.

3.8 Clothing is changed and placed in an appropriate bin for laundering and boots are disinfected if appropriate.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

| Which **vitals signs** should be checked? | Vital signs include pulse, respiration and pupillary light reflex. |
| What might be considered **abnormal characteristics**? | Abnormal characteristics might be anything that cannot be diagnosed or explained from previous experience. Where abnormal characteristics appear to be present, they should be referred immediately to a veterinary laboratory. |
| What factors need to be considered in selecting a **site** suitable for the post-mortem examination? | Post-mortems are likely to be carried out within a laboratory setting. The post-mortem site must be able to be cleaned both before and after the examination. It must be located away from other animals, and blood and fluids must not be able to contaminate surrounding areas or facilities. |
| What **information** should be collected before conducting the post-mortem examination? | Information to be collected may include:  
  - date of death or the date animal was found dead  
  - identification number and age of animal  
  - location of animal (e.g. pen, shed or paddock number)  
  - weight  
  - body condition  
  - previous health problems  
  - period of ill health if any (e.g. when first noted as being sick or off feed)  
  - health of other animals in the same institution  
  - specific information relating to the experimental program  
  - other details required by the animal ethics committee and institutional policies and procedures. |
### Which animals may be included?

Animals may include birds, fish, reptiles, cats, dogs, primates, native animals, farm animals (such as pigs, sheep, horses, cattle and goats), rabbits, rats, mice and guinea pigs.

### What OHS hazards may be involved?

Animal care within animal technology has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

The handling of anaesthetic agents, chemicals and appropriate monitoring and scavenging systems requires extra care to ensure safe work practices are maintained.

The use of equipment, including its use in difficult areas, requires extra care to ensure safe work practices are maintained.

Safe work practices are used in packaging and handling loads including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some animal technology facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease to humans and other animals may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

### What clothing, equipment and resources might be required to carry out a post-mortem examination?

An autopsy kit should contain a knife, a steel or sharpening stone, scissors and forceps or tweezers, swabs, plastic bags or containers to collect specimens, plastic or rubber disposable gloves, bucket, scrubbing brush and disinfectant.

Other equipment may include pen and notebook and a wheelbarrow or trolley for disposal of the carcass.

### What expert assistance may be needed?

A veterinarian may be needed where unusual symptoms are detected. Assistance may also be needed where a large animal is to be lifted or moved.

### What may unusual symptoms indicate?

Unusual symptoms may indicate the presence of notifiable and potentially hazardous conditions or diseases such as anthrax or other zoonoses. They may include large or small organs, excessive fluid and swellings.
Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- handle, move and dispose of animal carcasses
- collect and obtain information about animals to be examined
- carry out external and internal assessments of animals and take samples and tissues as required
- identify abnormal characteristics
- clean and disinfect equipment, materials and area upon completion of post-mortem examination
- prepare a brief for the veterinarian and / or supervisor to enable an accurate analysis and / or diagnosis of the cause of death and / or to provide data required for the research program.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- typical causes of death for the species being examined
- a sound working knowledge of the Australian code of practice for the care and use of animals for scientific purposes and related State / Territory legislation
- a sound working knowledge of State / Territory drugs and poisons legislation
- a sound working knowledge of the process of obtaining approval from an Animal Ethics Committee (AEC)
- a sound working knowledge of animal biology, anatomy and physiology of the range of species in the institution’s research program including the position, features and appearance of major organs in healthy animals of the species being examined
- sequence of actions in conducting a post-mortem examination
- potentially hazardous conditions or zoonotic diseases such as anthrax
• requirements for the correct preparation, labelling and packaging of biological and potentially hazardous samples
• institutional protocols, policies and procedures, including OHS
• objectives of the research program.

| What specific skills are needed to achieve the performance criteria? | To achieve the performance criteria, some complementary skills are required. These skills include the ability to:
| --- | --- |
|  | • ability to interpret and apply the Australian code of practice for the care and use of animals for scientific purposes and related State / Territory legislation
|  | • ability to interpret and apply relevant State / Territory drugs and poisons legislation
|  | • ability to interpret and apply protocols set by the Animal Ethics Committee (AEC)
|  | • identify and confirm the death of research animals
|  | • cut open animals for post-mortem examination in an accurate manner
|  | • sharpen knives
|  | • prepare slides
|  | • handle dead animals without risk to self or others.

| What are the specific resource implications for this unit of competency? | For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *carrying out post-mortem examination of a research animal*. One **must** also have access to the resources listed below that include:
| --- | --- |
|  | • an appropriate workplace or an environment that reproduces normal work conditions that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)
|  | • equipment and / or resources normally used in the workplace including equipment for the collection, preliminary analysis and disposal of biological samples
|  | • institutional procedures and protocols relating to taking biological samples and conducting post-mortem examinations
- a range of dead research animals for post-mortem examinations.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to carry out post-mortem examination of a research animal must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include conducting post-mortem examinations on different species and on animals of varying ages.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   - By collecting and presenting all relevant information about the animal being examined.

2. **How can information be collected, analysed and organised (3)?**
   - By preparing complete reports with accompanying samples.

3. **How are activities planned and organised (3)?**
   - By conducting post-mortem examinations in the correct sequence and using the correct tools and equipment.

4. **How can teamwork (3) be applied?**
   - By working with laboratory staff to conduct post-mortem examinations.
5. **How can the use of mathematical ideas and techniques (3) be applied?**

   By recording details of the animals being examined such as weight, age and date and time of death.

6. **How can problem-solving skills (3) be applied?**

   By making initial assessments of the possible likely causes of death that will guide the direction of further examinations into actual causes of death.

7. **How can the use of technology (3) be applied?**

   By using scales, personal computers and appropriate tools and equipment to conduct post-mortem examinations, take samples and produce reports.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV3302A Conduct euthanasia of research animals
**RUVE03A**  
Manage nutrition of research animals

This unit of competency covers the process of designing and implementing feeding programs that correspond to the nutritional requirements and feeding methods of animals and the requirements of the research program.

Work at this level is likely to be performed independently or as part of a team but retaining responsibility for one’s own work outcomes. A person working at this level may be responsible for planning the work schedules of junior staff and for coordinating work for the group.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Determine the nutritional requirements of research animals | 1.1 Natural diets for **different animal species** are identified through research of relevant scientific and technical literature.  
1.2 **External factors** that may affect the amount of food eaten by an animal are identified.  
1.3 Interrelationships of the research program and the nutritional requirements of the animals used in the research program are identified and recorded. |
| 2       | Formulate and modify effective feed regimes, diets and methods | 2.1 Suitable sources of nutrition are identified for **particular animals** according to the species and its health requirements.  
2.2 Rations are formulated based on identified nutritional requirements, the requirements of the research program and available suitable sources of nutrition.  
2.3 Feeding methods and techniques are established.  
2.4 Diets and feeding techniques that support natural behaviours are identified and provided wherever possible. |
3 Evaluate feed regimes, diets and methods

3.1 The health of animals is monitored for signs of inadequate nutrition or nutrition-related diseases.

3.2 Identified nutrition-related health problems are discussed with the veterinarian to determine the appropriate course of action.

3.3 Alternative feed regimes, diets and / or methods to counter the effects of poor nutrition are implemented.

3.4 Actions to prevent the development of nutrition-related diseases are implemented.

3.5 Information about animal nutrition is recorded and compiled according to the institution’s standard operating procedures and the requirements of the research program.

4 Manage feeding process

4.1 Standard operating procedures for animal nutrition that support the institution’s quality assurance program are developed and implemented.

4.2 The institution’s standard operating procedures are communicated to staff and others involved in the research program and are regularly reviewed to ensure continued validity and relevance.

4.3 Data is evaluated and any corrective action required is taken and reported accordingly.

4.4 Veterinary or specialised assistance is sought whenever necessary.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which different animal species may require diet identification?</th>
<th>On most occasions the species will be common laboratory animals including mice, rats, guinea pigs and rabbits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On some occasions species may include dogs, cats, sheep, cattle, pigs, poultry, wildlife (e.g. marsupials and birds), primates, reptiles, amphibians, fish and invertebrates.</td>
<td></td>
</tr>
<tr>
<td>What external factors may affect the amount of food eaten by an animal?</td>
<td>Factors that can affect the amount of food eaten include climate, weather, the layout of enclosures including proximity to other animals and the palatability of food.</td>
</tr>
</tbody>
</table>
How might the needs of particular animals vary? Needs might vary according to such things as species, age, pregnancy, lactation, condition of teeth, health and behavioural characteristics.

Which standard operating procedures might apply to animal nutrition? Standard operating procedures might apply to food ordering procedures; inventory management of food and supplements; hygienic food storage, food preparation and food waste disposal; food distribution; data to be recorded; and required reports.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole? The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify natural diets
- determine the nutritional requirements of research animals
- develop, review and evaluate feed regimes and diets, including sources of nutrition
- train staff to feed and monitor animals
- gather data and maintain accurate records
- communicate effectively with staff and research personnel.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- basic nutritional principles
- artificial diets and supplements
- animal digestive systems
- natural dietary habits
- physiological stages and their nutritional requirements
- signs of poor nutrition and nutrition-related diseases
- classification of food stuffs
- special dietary requirements
- hygiene and safety requirements
- legislation and codes of practice
- feeding methods and techniques
- quarantine requirements
- quality control and assurance processes
- sources of relevant scientific and technical material
- inventory management principles.

### What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, some complementary skills are required. These skills include:
- ability to monitor and train staff
- literacy and numeracy skills
- communication skills
- record-keeping skills
- research skills including the ability to use bibliographic databases to locate relevant scientific and technical material.

### What are the specific resource implications for this unit of competency?
For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **managing nutrition of research animals**. One **must** also have access to the resources listed below that include:
- an appropriate animal technology workplace or environment that reproduces normal work conditions that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)
- equipment and / or resources normally used in the workplace
- literature and information about natural diets of animals
- feed regimes and diets
- institution’s standard operating procedures
- veterinarian, staff and research personnel
- animal food and food supplements.

### What considerations should there be for consistency in performance?
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.
The skills and knowledge required to manage nutrition of research animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include different workplaces and facilities, different foodstuffs available or different species.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions. There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>1</th>
<th>How can communication of ideas and information (3) be applied?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How can information be collected, analysed and organised (3)?</td>
</tr>
<tr>
<td>3</td>
<td>How are activities planned and organised (3)?</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (3) be applied?</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (3) be applied?</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (3) be applied?</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (3) be applied?</td>
</tr>
</tbody>
</table>

| 1 | By communicating verbally and in writing with colleagues and other employees and by providing staff training. |
| 2 | By designing, implementing and evaluating records and observations. |
| 3 | By implementing feeding programs and regimes. |
| 4 | By liaising with colleagues in establishing feeding programs. |
| 5 | By calculating nutritional requirements and formulae. |
| 6 | By seeking input from other employees and colleagues and by developing, suggesting and implementing alternative methods and strategies. |
| 7 | By using electronic equipment to monitor and evaluate feeding programs. |
Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV5304A  Manage compliance in animal technology

This unit of competency covers the process of managing the compliance of an animal technology institution with animal welfare and ethics requirements, containment and exclusion protocols and legislative or regulatory requirements for conducting euthanasia of research animals.

The unit requires a sound knowledge of and ability to work in accordance with the Code of Practice for the Care and Use of Animals for Scientific Purposes and the institution’s standard operating procedures. It requires the ability to liaise with and report to the institution’s ethics committee according to institutional requirements. It may also involve supporting and directing other, usually less experienced, staff in carrying out their responsibilities in these areas.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manage animals in accordance with relevant codes of practice and legislative and institutional requirements</td>
</tr>
<tr>
<td>1.1</td>
<td>The use of animals in the institution’s research programs is justified and written approval is sought from the ethics committee.</td>
</tr>
<tr>
<td>1.2</td>
<td>Principles of replacement, refinement and reduction are applied.</td>
</tr>
<tr>
<td>1.3</td>
<td>The scope of interests and responsibilities of the institution, the individual working in animal technology and the community are identified.</td>
</tr>
<tr>
<td>1.4</td>
<td>Requirements outlined in the Code of Practice for the Care and Use of Animals for Scientific Purposes are applied to daily animal care.</td>
</tr>
<tr>
<td>1.5</td>
<td>Reporting requirements to the ethics committee are clearly defined and followed.</td>
</tr>
<tr>
<td>1.6</td>
<td>The care and containment of experimental animals comply with ethics committee requirements.</td>
</tr>
</tbody>
</table>
2 Manage the euthanasia of research animals

2.1 **Reasons** for the decision to euthanase an animal comply with institutional policies and procedures, program approvals or protocols and **legislative requirements**.

2.2 Licences and permits required to conduct the euthanasia are obtained.

2.3 Euthanasia procedures conducted by less experienced staff are monitored and assistance or support is provided where required.

2.4 The institution’s standard operating procedures relating to euthanasia are regularly reviewed and suggestions for improvement are discussed with veterinarians and implemented.

2.5 The institution’s standard operating procedures relating to euthanasia are communicated to staff, researchers and others.

3 Manage the operation of and compliance with containment and exclusion procedures

3.1 Monitoring programs for containment and exclusion of organisms are developed and implemented.

3.2 Breaches of containment or exclusion are reported by staff or others and are acted on according to the monitoring program and the institution’s standard operating procedures.

3.3 The institution’s standard operating procedures relating to containment and exclusion are regularly reviewed and suggestions for improvement are discussed with veterinarians.

3.4 The institution’s standard operating procedures relating to containment and exclusion are communicated to staff, researchers and others.

4 Maintain records

4.1 **Records** relating to the management of breeding stock and research and teaching animals are maintained in accordance with requirements.

4.2 Records relating to containment and exclusion are maintained as required by the institution and relevant government authorities.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.
**What might be the reasons to conduct euthanasia?**

Reasons to conduct euthanasia might include the need to alleviate uncontrollable pain and distress, reaching the end point of research, cull of production, meeting the requirements of product quality assurance, outbreak of disease, environmental failure, fire or other trauma and accidents or excessive aggression.

**What are the relevant legislative requirements that might impact on the euthanasia of animals?**

Euthanasia of animals will be controlled by:

- relevant state or territory legislation and regulations such as those relating to the use of firearms, prevention of cruelty to animals, wildlife, fisheries, quarantine, the practice of veterinary surgery and the administration and storage of therapeutic and controlled substances
- relevant codes of practice, including the Code of Practice for the Care and Use of Animals for Scientific Purposes
- approval from the institution’s ethics committee
- local government regulations covering the transport and disposal of hazardous wastes.

**What records may be kept?**

Breeding performance, genetic constitution, health status, environmental variables, fate of animals, staff training and rosters, monitoring animal health and wellbeing and other species-specific records.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- manage the use, care and containment of animals to be used in research programs
- manage the euthanasia of research animals
- monitor staff performing euthanasia procedures
- monitor and manage containment and exclusion procedures
- review, improve and implement the institution’s standard operating procedures
- communicate effectively with others
- maintain accurate records.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- methodology and format of the institution’s standard operating procedures
- hazards and risks associated with euthanasia
- methods and administration routes of euthanasia and their suitability for a range of species
- equipment and drugs commonly used for euthanasia
- signs of pain and distress in commonly held species
- institution’s standard operating procedures relating to restraining, handling, euthanasing and disposing of animals
- institution’s standard operating procedures relating to the use, storage and transport of equipment and drugs used when conducting euthanasia of animals
- anatomy and physiology of animals commonly held in the institution, especially the neck and head and respiration and heart rates
- relevant state or territory legislation covering the use of therapeutic and controlled substances
- workplace procedures and resources for grief and stress management and counselling
- the Quarantine Act
- relevant state or territory legislation and regulations relating to the practice of veterinary science and animal welfare and research
- AS/NZS 2243.3:2002: Safety in laboratories – Microbiological aspects and containment facilities
- relevant codes of practice such as the Code of Practice for the Care and Use of Animals for Scientific Purposes
- relevant industry quality assurance requirements
- an awareness of containment and exclusion policies, procedures and requirements under the federal Gene Technology Act
- reporting procedures for alleged breaches of containment and exclusion procedures
- consequences of breaching containment and exclusion procedures.
<table>
<thead>
<tr>
<th><strong>What specific skills are needed to achieve the performance criteria?</strong></th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• research, develop and communicate the institution’s standard operating procedures</td>
<td></td>
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<tr>
<td>• analyse material critically</td>
<td></td>
</tr>
<tr>
<td>• communicate orally with others in the workplace using appropriate questioning techniques and active listening</td>
<td></td>
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<tr>
<td>• identify when direction and advice is needed from senior and more experienced staff and seek it</td>
<td></td>
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<tr>
<td>• consult with other staff, including senior staff</td>
<td></td>
</tr>
<tr>
<td>• prepare and write reports</td>
<td></td>
</tr>
<tr>
<td>• work cooperatively with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities</td>
<td></td>
</tr>
<tr>
<td>• solve problems using available resources in euthanising research animals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What are the specific resource implications for this unit of competency?</strong></th>
<th>For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in managing compliance in animal technology. One must also have access to the resources listed below that include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• an appropriate animal technology workplace or an environment that reproduces normal work conditions that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)</td>
<td></td>
</tr>
<tr>
<td>• equipment and / or resources normally used in the workplace</td>
<td></td>
</tr>
<tr>
<td>• the institution’s standard operating procedures</td>
<td></td>
</tr>
<tr>
<td>• relevant legislation, regulations and codes of practice</td>
<td></td>
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<tr>
<td>• record-keeping systems.</td>
<td></td>
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</tbody>
</table>
What considerations should there be for consistency in performance?  
To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *manage compliance in animal technology* must be *transferable* to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include working within teaching, fieldwork, laboratory and wildlife animal contexts.

What considerations should there be for context of assessment?  
Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the *key competencies*, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Process</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How can <em>communication of ideas and information</em> (3) be applied?</td>
<td>3</td>
<td>By collecting and reporting relevant information to ethics committees, researchers and other staff, by discussing the institution’s standard operating procedures with staff and by explaining compliance requirements.</td>
</tr>
<tr>
<td>2 How can <em>information be collected, analysed and organised</em> (3)?</td>
<td>3</td>
<td>By collecting and collating records to provide information for self and staff and by meeting compliance requirements.</td>
</tr>
<tr>
<td>3 How are <em>activities planned and organised</em> (3)?</td>
<td>3</td>
<td>By ensuring daily activities comply with legislative and other requirements.</td>
</tr>
<tr>
<td>4 How can <em>teamwork</em> (3) be applied?</td>
<td>3</td>
<td>By working with other staff in a coordinated manner to confirm requirements of tasks and by consulting with all relevant staff about the application of and improvement to the institution’s standard operating procedures.</td>
</tr>
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<td></td>
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<td>---</td>
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</tr>
<tr>
<td>5</td>
<td>How can the use of <strong>mathematical ideas and techniques</strong> (3) be applied?</td>
<td>By collating data for reports on animal use and production and by calculating doses for euthanasia.</td>
</tr>
<tr>
<td>6</td>
<td>How can <strong>problem-solving skills</strong> (3) be applied?</td>
<td>By evaluating breeding requirements.</td>
</tr>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> (3) be applied?</td>
<td>By using electronic equipment to maintain accurate records.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV5305A  Manage and maintain the health of research animals

This unit of competency covers the processes of managing the health of animals in a research environment according to the institution’s relevant codes of practice and standard operating procedures. The unit also covers the process of identifying signs of ill health and assisting with the treatment of animals. Well-developed knowledge of the indicators of animal health and disease is required.

The ability to work independently and as a part of a team is important as work covered by this unit will typically be performed in a team that will include other staff, researchers and veterinarians.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | Monitor the health status of laboratory animals  
1.1 Standard operating procedures to monitor the health of laboratory animals for signs of disease, are developed in conjunction with others.  
1.2 The institution’s standard operating procedures are followed when monitoring the health of laboratory animals. |
| 2       | Investigate and recognise disease processes in research animals  
2.1 Develop standard operating procedures to investigate and recognise diseases in laboratory animals.  
2.2 Follow the institution’s standard operating procedures to investigate and recognise diseases in laboratory animals.  
2.3 Signs of ill health, sickness behaviours and pain are recognised and reported to appropriate staff.  
2.4 Lesions are recognised clinically and during post-mortem examinations, and are recorded against the health status of animals.  
2.5 Post-mortem changes due to deterioration in tissues and organs are recognised. |
2.6 Organisms detected during testing procedures on biological samples taken from animals and their environments are classified as pathogenic or potentially pathogenic.

<table>
<thead>
<tr>
<th>3</th>
<th>Treat, prevent and control disease in laboratory animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Standard operating procedures to treat, prevent and control disease in laboratory animals are developed in conjunction with others.</td>
</tr>
<tr>
<td>3.2</td>
<td>The institution’s standard operating procedures are followed when treating, preventing and controlling a range of diseases in laboratory animals.</td>
</tr>
<tr>
<td>3.3</td>
<td>Strategies are developed and implemented to investigate, treat, prevent, control and monitor disease, including minimising the adverse effects that interactions of host and pathogenic agents and environment may have on animals’ health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>Identify the way in which disease processes may influence the design and outcome of experiments in laboratory animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Effects of disease processes in laboratory animals are identified and documented.</td>
</tr>
<tr>
<td>4.2</td>
<td>Effects on laboratory animals of experimental techniques to which they are subject such as radiation, radioisotopes, carcinogenic agents and surgical procedures, are identified and documented.</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**How might standard operating procedures be developed?**

Standard operating procedures for monitoring research animal health might be developed in conjunction with other staff, in particular veterinarians and staff involved in research programs. In some institutions, responsibility for developing the standard operating procedures lies with the veterinarian, with other staff assisting. Managing animal health is often a team task and all involved should be consulted in the development of the institution’s standard operating procedures.

**Which animals might be used in laboratories?**

On most occasions the species will be common laboratory animals including mice, rats, guinea pigs and rabbits.

On some occasions species may include dogs, cats, sheep, cattle, pigs, poultry, wildlife (e.g. marsupials and birds), primates, reptiles, amphibians, fish and invertebrates.
| **Which diseases may occur in research animals?** | Common infectious diseases may include bacterial, viral, protozoa, parasitic, fungal and prions. Common non-infectious diseases may include genetic, congenital, traumatic, dietary, degenerative, neoplastic and toxic. |
| **Which signs might indicate that an animal is unwell?** | Clinical signs, loss of appetite, change in normal appearance, lack of grooming, isolation from others, decreased fertility, increased or decreased mobility, aggression, depression, changes in temperature and changes to skin, fur or hair. In addition, there may be obvious signs of injury including blood, pus, vomitus and diarrhoea. |
| **What might be used when classifying organisms found in biological samples?** | Reference texts, the Internet and clinical advice. |
| **What might be required in treating animals?** | Relevant medication may include vaccinations, parasite treatment or prescription drugs. Veterinary assistance should be sought in developing a health-monitoring program. |
| **How might strategies be developed** | Strategies might be developed in conjunction with other staff, including veterinarians and researchers. Scientific literature may be located and used to develop strategies. |

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- develop and implement standard operating procedures to manage and maintain the health of research animals
- observe animals to monitor their health, sickness behaviours and pain and to report abnormalities
- assist in the investigation of disease processes
- act to treat, prevent, control and monitor disease
- identify and document the impact of disease processes on a research program.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- parameters of normal behaviour and signs of a healthy animal
- types of infectious and non-infectious diseases
- types of infectious agents (e.g. bacteria, virus, protozoa and parasites)
- types of non-infectious agents (e.g. cancer, environmental, accident or diet)
- types of disease vectors
- disease terminology
- anatomy and physiology of common species
- microbiology
- environmental stressors
- nutritional and behavioural disorders
- stereotypical behaviours
- antemortem and post-mortem changes in animals
- sources of relevant scientific and technical literature
- guidelines for sampling size
- understanding of levels of confidence for health monitoring and testing.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- develop the institution’s standard operating procedures
- collect and perform basic tests on urine, blood and faeces
- collect antemortem and post-mortem samples
- identify the risk of disease and risk minimisation strategies
- use bibliographic databases to locate relevant scientific and technical material.
**What are the specific resource implications for this unit of competency?**

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **managing and maintaining the health of research animals**. One must also have access to the resources listed below that include:

- an appropriate animal technology workplace or an environment that reproduces normal work conditions that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)
- equipment and / or resources normally used in the workplace including thermometers, stethoscopes, binocular loops, ophthalmological diagnostic instruments, urine test strips and microscopes
- a range of research animals
- personal protective clothing and equipment
- the institution’s standard operating procedures
- reference texts for the identification and treatment of diseases.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to **manage and maintain the health of research animals** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within laboratories, specific pathogen free, barrier sites and managing various animals such as fish, livestock and laboratory animals.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an animal technology institution or a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (3) be applied?  
   By preparing the institution’s standard operating procedures and completing relevant records required in health monitoring programs.

2. How can **information be collected, analysed and organised** (3)?  
   By evaluating the health status of animals.

3. How are **activities planned and organised** (3)?  
   By liaising with the laboratories and suppliers required to collect organs or tissues for testing.

4. How can **teamwork** (3) be applied?  
   By working with other staff in a coordinated manner to develop and implement the institution’s standard operating procedures.

5. How can the use of **mathematical ideas and techniques** (2) be applied?  
   By evaluating the quality and health of animals.

6. How can **problem-solving skills** (3) be applied?  
   By identifying ill health or sub-optimal health and the presence of common diseases, and taking appropriate action.

7. How can the use of **technology** (3) be applied?  
   By using databases to monitor and record disease levels in animal groups.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

- RUV3302A Conduct euthanasia of research animals
- RUV5302A Carry out post-mortem examination of a research animal
### RUV5306A Plan an animal technology facility

This unit of competency covers the process of planning an animal technology facility, including identifying and documenting user requirements, planning accommodation for animals and preparing the design brief for the facility’s design and construction. Work will be performed with regard to the institution’s planning and development framework and with minimal supervision. Judgement will be required to analyse and resolve technical or management problems.

This unit may apply to the planning of a completely new facility or to the refurbishment of all or part of an existing facility. Calling for tenders and monitoring design and construction contracts are covered by other units of competency.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
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</table>
| 1       | Identify and document user requirements | 1.1 Intended purpose and functions of the facility are identified through consultation with users.  
1.2 User numbers and requirements, including workflows and routines, are identified and documented.  
1.3 Environmental parameters are identified.  
1.4 Estimates of animal numbers and species to be housed in the facility are obtained.  
1.5 Major plant and equipment items and their installation, operation and maintenance requirements are identified.  
1.6 Special requirements for the facility are identified.  
1.7 Financial budgets are developed and reviewed in accordance with user requirements and institutional funds available. |
| 2       | Plan accommodation for animals | 2.1 Acceptable stock densities for animal species likely to be held in the facility are determined in accordance with relevant legislation and codes of practice. |
2.2 Pen, cage and rack systems are selected according to requirements of species to be housed and research requirements.

2.3 Floor space required to house a given number of animals in the appropriate pen, cage or rack system is calculated.

2.4 Micro-environmental and macro-environmental factors that may impact on animals are identified and assessed.

2.5 Room layout is determined to ensure ease of maintenance, an effective working environment for staff and optimal environmental conditions for animals.

2.6 Special requirements, including the need for bio-security, are identified and included in the plan.

3 Develop the facility design and construction brief

3.1 Consequences of different animal facility construction methods and materials are identified and analysed to ensure facility will meet user requirements.

3.2 Utilities and services required for the animal facility are determined and delivery requirements are included in the plan.

3.3 Design features required by legislation, regulations and codes of practice are identified and included in the plan.

4 Monitor the design and construction of the facility

4.1 Where there is an existing facility, the construction is coordinated with the activities of that facility and the impact of construction activities on the daily operations, staff and animals is monitored and remedial action initiated if required.

4.2 Personnel engaged in design and construction activities are briefed about their potential impacts on daily operations and about bio-security, quarantine and containment measures in place.

4.3 Construction activity is monitored for adherence to all stipulated standards.

4.4 Equipment is installed or reinstalled and recommissioned if required.
Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What requirements may be identified? Requirements may include working space; workstation fittings and fixtures; lighting; showers, toilets and changing facilities; computer equipment; and access to the facility, including disabled access and associated facilities.

What items of major plant and equipment may be required in the facility? Major plant and equipment may include steam generators, autoclaves, cage washers, bottle washers, laminar airflow and bio-hazard hoods, isolators, water treatment equipment, fumigation and waste decontamination equipment, dunk tanks, air filtration equipment, pass through boxes, steam cleaners, high pressure cleaners, safety equipment, incinerators, bedding handling and storage systems and room fittings.

What special requirements may be required for the facility? Quarantine and containment, access, links to other facilities and operational workflows that will determine or effect layout.

Which utilities and services should be considered in planning for the facility? Water, electricity, reticulated gas, waste disposal and recycling, security, air conditioning, ventilation, storage areas, suction and oxygen lines.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole? The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- identify and document the purpose of the facility, user requirements, major plant and equipment and special requirements
- plan animal accommodation including requirements relating to housing, floor space, storage facilities and bio-security
- develop and design the layout of the facility
- develop and review financial budgets
- monitor construction to ensure minimal disruption to daily operations.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- space and other accommodation requirements for species
- percentage of the total building space devoted to storage
- standards for staff accommodation and facilities
- occupational health and safety risks associated with specific items of plant and equipment
- costing and budget implications
- typical construction methods for animal technology facilities.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- calculate space requirements for staff and animals
- communicate and liaise with internal and external staff
- facilitate the planning and development of the facility
- develop financial budgets and provide costings of facility and room requirements
- identify, locate and use background information.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *planning an animal technology facility*. One **must** also have access to the resources listed below that include:

- equipment and / or resources normally used in the workplace
- sample site and locality plans, including layout of utilities and services
- sample business and strategic plan for an institution and a research group’s plan
- sample financial budgets
- relevant legislation and regulations.
### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to plan an animal technology facility must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include planning different types of animal housing facilities, such as laboratories or agricultural-based facilities.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology institution or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   - By consulting with staff and other users to determine the requirements of the facility.

2. **How can information be collected, analysed and organised (3)?**
   - By analysing the results of consultation and identifying legislative requirements and by collecting and collating background data.

3. **How are activities planned and organised (3)?**
   - By ensuring that the daily operations of the facility continue without undue hindrance.

4. **How can teamwork (3) be applied?**
   - By liaising with staff and contractors on the facility plan.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By calculating space required and stocking levels.

6. **How can problem-solving skills (3) be applied?**
   - By resolving difficulties in accessing parts of the facility or worksite, and conflicting requirements.
7 How can the use of technology (2) be applied? By using calculators and computers to develop the facility plan.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV5307A Manage laboratory procedures

This unit of competency covers the process of managing and performing a range of laboratory procedures and supervising other staff in carrying out laboratory procedures. It requires knowledge of institutional policies and procedures for laboratory work. It also requires the skills and ability to perform, and supervise others performing, laboratory procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the demonstration of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas. One would be expected to analyse and plan approaches to technical problems or management requirements, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manage laboratory testing procedures</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Samples</strong> for testing are received, labelled and stored in accordance with testing procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Samples are prepared for testing.</td>
</tr>
<tr>
<td>1.3</td>
<td>Appropriate testing equipment is prepared and calibrated as required.</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Tests</strong> on samples are performed in accordance with research requirements and institutional policies and procedures.</td>
</tr>
<tr>
<td>1.5</td>
<td>Waste is disposed of in accordance with safety, institutional and environmental requirements.</td>
</tr>
<tr>
<td>1.6</td>
<td><strong>Sampling and testing equipment</strong> is cleaned, stored and maintained in accordance with institution and manufacturers’ requirements.</td>
</tr>
<tr>
<td>1.7</td>
<td>Appropriate records are kept when preparing and testing samples.</td>
</tr>
<tr>
<td>1.8</td>
<td><strong>Occupational health and safety (OHS)</strong> procedures are followed and <strong>personal protective equipment</strong> is used in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>1.9</td>
<td><strong>Laboratory personnel</strong> are supervised as necessary when undertaking testing duties.</td>
</tr>
<tr>
<td>2</td>
<td>Manage biological laboratory procedures</td>
</tr>
<tr>
<td>2.1</td>
<td>Specimens for microscopic examination are prepared correctly.</td>
</tr>
</tbody>
</table>
2.2 Smears, films, sections and whole mounts are stained in accordance with institutional policies and procedures.

2.3 Processing and cutting of animal tissues are monitored.

2.4 Tissue cells are counted and recorded in accordance with institutional policies and procedures.

2.5 Laboratory personnel are supervised as necessary when undertaking biological laboratory duties.

2.6 Appropriate records are kept in accordance with research requirements and institutional policies and procedures.

3 Manage procedures for preparing working solutions

3.1 Laboratory chemicals, glassware and equipment are used safely and correctly.

3.2 Working solutions are made up using appropriate institutional methods.

3.3 Appropriate records of solutions are kept.

3.4 Existing stock solutions are monitored and replaced in accordance with labelling and research requirements.

3.5 Laboratory personnel are supervised as necessary when preparing working solutions.

4 Manage laboratory cleaning procedures

4.1 Cleaning procedures are implemented and staff members are trained accordingly.

4.2 The laboratory, including the immediate work area, is cleaned and disinfected in accordance with institutional policies and procedures.

4.3 Laboratory equipment is cleaned using appropriate reagents and manufacturers’ recommended procedures.

4.4 Laboratory personnel are supervised when undertaking cleaning duties.

4.5 Laboratory cleaning procedures are reviewed and updated regularly.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What are some examples of samples that may be tested?  

Blood, tissues, faeces, urine, organs and bone marrow.
What type of **tests** may be performed on samples? | Tests commonly performed in a laboratory environment may include pH, osmolarity, haematocrit count, cell count, specific gravity tests, parasite tests and blood and faecal smears.

What could **sampling and testing equipment** include? | Equipment could include haematocrit centrifuge, specific gravity meter, pH meter and general laboratory ware.

What type of **OHS** issues would be relevant in this context? | Animal care has a range of associated risks from bites, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

The handling of animals must be in accordance with industry guidelines and requires extra care to ensure safe work practices in relation to individual animal requirements. Personal hygiene and the cleanliness of animal housing must be maintained at all times.

Safe work practices are used in packaging and handling loads including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion.

Some animal technology facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the risk to human and animal health may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.

| **Which personal protective equipment** should be used? | Gloves, masks, gowns, overshoes, protective eyewear and cytotoxi-hoods. |
| **Which working solutions** may be prepared? | Formalin, bouins, distilled water and 70% alcohol. |
| **What could laboratory chemicals, glassware and equipment** include? | Slides, test tubes, measuring cylinders and sterile pottles. |
| **Which cleaning procedures** may be undertaken? | Decontamination, sterilisation, swabbing and general cleaning. |
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- carry out laboratory procedures and supervise laboratory personnel undertaking laboratory procedures such as preparing and testing samples, performing biological laboratory procedures, preparing working solutions and undertaking cleaning duties
- review and update procedures as necessary
- use laboratory equipment safely and correctly
- comply with institutional policies and procedures.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- acids and bases
- molecular weights
- use and operation of laboratory equipment
- typical tests carried out on samples
- typical biological laboratory procedures
- typical working solutions to be prepared and used
- decontamination, disinfection, sterilisation and aseptic techniques.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- perform mathematic calculations including percentages, multiplication and division
- handle, collect and identify organs
- perform aseptic techniques
- prepare samples and specimens
- perform tests on samples
- supervise others
- perform biological laboratory procedures
- prepare working solutions
• maintain a clean and hygienic workplace through the use of appropriate decontamination, disinfection, sterilisation and aseptic techniques.

### What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in managing laboratory procedures. One **must** also have access to the resources listed below that include:

• an appropriate animal technology workplace or an environment that reproduces normal work conditions that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)
• equipment and / or resources normally used in the workplace or laboratory
• samples and specimens for performing biological laboratory procedures
• cleaning equipment
• institutional policies and procedures
• laboratory staff.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to manage laboratory procedures must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different animal technology workplaces.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (3)** be applied? By discussing laboratory procedures with laboratory staff.

2. How can **information be collected, analysed and organised (2)**? By collecting data before, during and after the laboratory procedures.

3. How are **activities planned and organised (2)**? By handling samples and specimens.

4. How can **teamwork (2)** be applied? By working with laboratory staff and providing support in laboratory procedures.

5. How can the use of **mathematical ideas and techniques (2)** be applied? By calculating dilution rates and preparing working solutions.

6. How can **problem-solving skills (2)** be applied? By preserving samples and specimens and performing tests.

7. How can the use of **technology (2)** be applied? By using laboratory machinery and equipment.

Are there other units of competency that could be assessed with this one?

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV5308A Administer anaesthesia and perform surgery on animals for scientific purposes

This unit of competency has been developed specifically for Animal Technicians working with and caring for animals (all live non-human vertebrates) used within scientific establishments for scientific purposes and teaching.

This unit of competency covers the process of preparing personnel, equipment, animals and the facility for anaesthesia and surgical procedures for scientific purposes. The unit involves administering and monitoring anaesthesia, performing basic surgery on animals as well as providing post-anaesthetic and post-operative care. It requires knowledge of anaesthetic agents, doses and methods of administration as well as aseptic and basic surgical procedures.

Animal technicians administering anaesthesia and performing basic surgery on animals operate under and must comply with the Australian code of practice for the care and use of animals for scientific purposes, relevant State / Territory legislative requirements as well as protocols, policies and procedures set down by the Animal Ethics Committee (AEC) within their institution.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the demonstration of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas. One would be expected to analyse and plan approaches to technical problems or management requirements, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

*Note: Scientific purposes refers to ‘all those activities that require approval from an AEC and are performed to acquire, develop or demonstrate knowledge of techniques in any scientific discipline, including activities for the purposes of teaching, field trials, environmental studies, research, diagnosis, product testing, and the production of biological products’.*

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare facilities, equipment and personnel</td>
<td>1.1 Anaesthetic and surgical facilities are prepared for sterile surgery.</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Anaesthetic agents and equipment</strong> are selected and prepared.</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Surgical instruments and equipment</strong> are selected and prepared in accordance with surgical procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Aseptic environment</strong> is maintained at all times to ensure sterile surgery.</td>
</tr>
</tbody>
</table>
1.5 Safe work practices including **occupational health and safety** (OHS) are followed in accordance with institutional policies and procedures.

<table>
<thead>
<tr>
<th>2</th>
<th>Prepare animals for anaesthesia and surgery for scientific purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Animals are handled and restrained safely and humanely in accordance with institutional policies and procedures.</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Animals are prepared</strong> for anaesthesia and surgery.</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Pre-anaesthetic and preoperative medication</strong> is administered to animals as required.</td>
</tr>
<tr>
<td>2.4</td>
<td>Institutional <strong>protocols, policies and procedures</strong> as set down by the Animal Ethics Committee (AEC) and <strong>relevant legislative requirements</strong> are complied with at all times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Induce, maintain and monitor anaesthesia in animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Pre-anaesthetic and preoperative evaluations of animals are performed including indications for the use of tranquillisers, sedatives, analgesics and antibiotics.</td>
</tr>
<tr>
<td>3.2</td>
<td>Animals are <strong>induced</strong> in anaesthesia.</td>
</tr>
<tr>
<td>3.3</td>
<td>Animals are <strong>monitored and maintained</strong> during anaesthetic and / or surgical procedures.</td>
</tr>
<tr>
<td>3.4</td>
<td>Variations in the physiological parameters and signs of anaesthesia in animals are recorded and interpreted.</td>
</tr>
<tr>
<td>3.5</td>
<td>Institutional protocols for anaesthetic procedures on animals and relevant legislative requirements are complied with.</td>
</tr>
<tr>
<td>3.6</td>
<td><strong>Anaesthetic emergency</strong> procedures are followed in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Perform basic surgery on animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Surgical instruments are used correctly and safely.</td>
</tr>
<tr>
<td>4.2</td>
<td>Surgical equipment is operated correctly.</td>
</tr>
<tr>
<td>4.3</td>
<td>Basic surgical procedures are performed in accordance with research, institution and Animal Ethics Committee (AEC) protocols and relevant legislative requirements.</td>
</tr>
<tr>
<td>4.4</td>
<td>Surgical wounds are sutured as required by surgical procedures.</td>
</tr>
<tr>
<td>4.5</td>
<td><strong>Post-operative anaesthesia procedures</strong> are completed in accordance with institutional policies.</td>
</tr>
</tbody>
</table>
### Provide post-anaesthetic and post-operative care for animals

<table>
<thead>
<tr>
<th>5</th>
<th>5.1 Analgesics and other supportive therapies are used to manage animals post-anaesthetically and post-operatively.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.2 Fluid therapy, medication, dressings, bandages and oxygen are applied to animals as required.</td>
</tr>
<tr>
<td></td>
<td>5.3 Surgical wounds are monitored for signs of healing, inflammation or infection.</td>
</tr>
<tr>
<td></td>
<td>5.4 Animals are monitored post-anaesthetically and post-operatively and abnormalities are responded to appropriately.</td>
</tr>
<tr>
<td></td>
<td>5.5 Post-anaesthetic and post-operative emergencies are recognised and responded to immediately.</td>
</tr>
<tr>
<td></td>
<td>5.6 Monitoring records are maintained in accordance with research and Animal Ethics Committee (AEC) requirements.</td>
</tr>
</tbody>
</table>

### Maintain facilities and equipment

<table>
<thead>
<tr>
<th>6</th>
<th>6.1 Facilities and equipment are cleaned and stored in accordance with institutional policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.2 Routine maintenance is carried out on anaesthetic and surgical equipment as required in accordance with manufacturers’ requirements.</td>
</tr>
<tr>
<td></td>
<td>6.3 Anaesthetic and surgical facilities are maintained in accordance with institutional policies and procedures.</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What is meant by <strong>anaesthesia</strong>?</th>
<th>Anaesthesia refers to the use of a drug administered for medical or surgical purposes that induces total loss of sensation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which <strong>anaesthetic agents and anaesthetic equipment</strong> may be used in this context?</td>
<td>Commonly used anaesthetic agents may include halothane, isoflurane, methoxyflurane, ketamine and ketamine combination anaesthesia.</td>
</tr>
<tr>
<td></td>
<td>Anaesthetic equipment and supplies could include filters, soda lime and canisters, gas cylinders, vaporisers, anaesthetic machines, scavenging systems, tubes, masks, incubators, anaesthetic trolleys and re-breathing bags.</td>
</tr>
<tr>
<td></td>
<td>Relevant State / Territory drugs and poisons acts must be complied with.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What surgical instruments and equipment may be used in this context?</td>
<td>Surgical instruments and equipment commonly used may include needle holders, needles, sutures, forceps, scalpels, resection clamps and scissors.</td>
</tr>
<tr>
<td>What is involved in maintaining an aseptic environment?</td>
<td>Sterile drapes, gloves, gowns, equipment, swabs of betadine or alcohol and positive pressure airflow.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care within animal technology has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.</td>
</tr>
<tr>
<td></td>
<td>The handling of anaesthetic agents, chemicals and appropriate monitoring and scavenging systems requires extra care to ensure safe work practices are maintained.</td>
</tr>
<tr>
<td></td>
<td>The use of equipment, including its use in difficult areas, requires extra care to ensure safe work practices are maintained.</td>
</tr>
<tr>
<td></td>
<td>Safe work practices are used in packaging and handling loads including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion.</td>
</tr>
<tr>
<td></td>
<td>Some animal technology facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage. Procedures to reduce the spread of disease to humans and other animals may include incident reporting, cleaning, the removal of waste and spillage, the containment or elimination of risk, the use of personal protective clothing and equipment and seeking advice from supervisors.</td>
</tr>
<tr>
<td>What is involved in a pre-anaesthetic evaluation?</td>
<td>Pre-anaesthetic evaluations may include animal health checks including general health and condition, respiration, temperature, heart rate and weight.</td>
</tr>
<tr>
<td>What is involved in preparing an animal?</td>
<td>Preparing animals for anaesthesia may include clipping, shaving, preoperative scrubbing routines, the aseptic preparation of injection sites and applying restraining devices such as muzzles, rearing bits, head collars, halters or hobbles.</td>
</tr>
<tr>
<td></td>
<td>Further preparation may extend to the administration of necessary premedication, intubation, the insertion of intravenous or urinary catheters and the preparation of equipment and materials for intravenous infusions under veterinarian supervision.</td>
</tr>
<tr>
<td>What pre-anaesthetic and preoperative medication may be administered?</td>
<td>Pre-anaesthetic and preoperative medication may include the use of tranquillisers, sedatives, analgesics and antibiotics.</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Which institutional <strong>protocols, policies and procedures</strong> must be complied with?</td>
<td>Standard operating procedures, OHS procedures, Animal Ethics Committee (AEC) and safety committee procedures, policies and procedures and industry-recognised standards.</td>
</tr>
<tr>
<td>What is the <strong>Animal Ethics Committee</strong> (AEC)?</td>
<td>An Animal Ethics Committee is a committee constituted in accordance with the terms of reference and membership laid down in the Australian code of practice for the care and use of animals for scientific purposes.</td>
</tr>
<tr>
<td>Which <strong>relevant legislative requirements</strong> must be complied with?</td>
<td>Relevant legislative requirements that must be complied with include the ‘Australian code of practice for the care and use of animals for scientific purposes’, related State / Territory legislation for animal welfare, prevention of cruelty to animals, animal protection and animal research and relevant State / Territory drugs and poisons legislation.</td>
</tr>
<tr>
<td>What methods may be used to <strong>induce</strong> an animal in anaesthesia?</td>
<td>Anaesthetics may be induced through gaseous and injectable preparations and may also include intermittent positive pressure ventilation.</td>
</tr>
<tr>
<td>What is <strong>monitored and maintained</strong> in animals?</td>
<td>Animals are monitored for depths of anaesthesia, respiration, temperature and heart rate. Animals are monitored during anaesthesia to ensure that they are maintained at the appropriate depth level.</td>
</tr>
<tr>
<td>What possible <strong>anaesthetic emergencies</strong> could be encountered?</td>
<td>Anaesthetic emergencies may include an animal going into shock, respiratory distress, hypothermia or hyperthermia.</td>
</tr>
<tr>
<td>What are examples of <strong>basic surgery</strong> that may be performed in this context?</td>
<td>Implantation of mini-pumps or catheters, embryo insertion or ovarian transfer or vasectomy of common laboratory animals.</td>
</tr>
<tr>
<td>What sort of <strong>post-operative anaesthesia procedures</strong> may be completed?</td>
<td>Extubation, continued monitoring of vital signs, positioning of patient recumbency in consideration of recovery phase and surgical site and adjustment of intravenous fluid therapy rates as directed by the surgeon.</td>
</tr>
<tr>
<td>What sort of <strong>abnormalities</strong> may be encountered?</td>
<td>Post-operative abnormalities in wounds and surgical sites may include haemorrhage or other exudation, swelling and self-trauma. Other abnormalities could include delayed recovery, cold extremities, low body temperature, pale mucous membranes, increased heart rate, increased respiratory rate or abdominal distension.</td>
</tr>
</tbody>
</table>
## Evidence Guide

### What are the critical aspects of evidence required for this unit of competency as a whole?

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- prepare facilities, personnel and equipment including anaesthetic equipment, anaesthetic agents and surgical instruments and equipment
- prepare animal and carry out pre-anaesthetic and preoperative evaluation
- comply with institutional protocols, policies and procedures, Animal Ethics Committee (AEC) requirements and relevant legislative requirements
- induce, monitor and maintain an animal in anaesthesia
- perform basic surgical procedures
- recognise and respond to emergencies during and after anaesthesia and surgery
- provide post-anaesthetic and post-operative care
- maintain appropriate records
- clean, maintain and store facilities and equipment as required.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- a sound working knowledge of the Australian code of practice for the care and use of animals for scientific purposes and related State / Territory legislation
- a sound working knowledge of State / Territory drugs and poisons legislation
- a sound working knowledge of the process of obtaining approval from an Animal Ethics Committee (AEC)
- a sound working knowledge of animal biology, anatomy and physiology
- a sound working knowledge of the types of anaesthesia and their use within animal technology
- a sound knowledge of a range of anaesthetic equipment including anaesthetic machines, vaporisers, cycle systems, tubing, re-breathing systems and scavenger systems
- the principles of managing an anaesthetic overdose
- a sound working knowledge of a range of surgical instruments, surgical equipment and a range of basic surgical procedures
- institutional protocols, policies and procedures, including OHS
- methods for suturing wounds and surgical sites
- abnormalities that may occur in wounds and surgical sites.

**What specific skills are needed to achieve the performance criteria?**

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
<td></td>
</tr>
<tr>
<td>- ability to interpret and apply the Australian code of practice for the care and use of animals for scientific purposes and related State / Territory legislation</td>
<td></td>
</tr>
<tr>
<td>- ability to interpret and apply relevant State / Territory drugs and poisons legislation</td>
<td></td>
</tr>
<tr>
<td>- ability to interpret and apply protocols set by the Animal Ethics Committee (AEC)</td>
<td></td>
</tr>
<tr>
<td>- ability to use anaesthetic equipment and surgical instruments and equipment</td>
<td></td>
</tr>
<tr>
<td>- ability to calculate doses and prepare anaesthetic agents</td>
<td></td>
</tr>
<tr>
<td>- ability to administer anaesthetics to animals</td>
<td></td>
</tr>
<tr>
<td>- ability to maintain accurate records</td>
<td></td>
</tr>
<tr>
<td>- ability to follow OHS and institutional policies and procedures</td>
<td></td>
</tr>
<tr>
<td>- ability to handle animals safely and ensure their health and wellbeing are maintained in accordance with institutional requirements</td>
<td></td>
</tr>
<tr>
<td>- ability to prepare animals correctly for anaesthesia and surgical procedures</td>
<td></td>
</tr>
<tr>
<td>- ability to monitor animals’ vital signs during anaesthesia through to recovery</td>
<td></td>
</tr>
<tr>
<td>- ability to recognise, respond to and assist with emergencies</td>
<td></td>
</tr>
<tr>
<td>- ability to perform basic surgical procedures</td>
<td></td>
</tr>
</tbody>
</table>
• ability to suture wounds and surgical sites
• keen observation skills
• literacy skills to read and implement institutional protocols, policies and procedures, including OHS; select and apply the procedures to perform a range of defined tasks; implement sequenced written instructions; and record patient details accurately and legibly
• interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence to fulfil the job role as specified by the institution including questioning techniques, active listening, asking for clarification, acknowledging and responding to a range of views
• numeracy skills to prepare anaesthetic agents
• problem-solving skills to use available resources, prioritise tasks and select, prepare and use facilities and equipment.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in administering anaesthesia and performing surgery on animals. One must also have access to the resources listed below that include:

- an appropriate animal technology workplace that has a scientific establishment licence and access to an approved Animal Ethics Committee (AEC)
- equipment and / or resources normally used in the workplace
- animals
- facilities, resources, equipment and personnel used for anaesthetic and surgical procedures
- institutional protocols, policies and procedures
- the ‘Australian code of practice for the care and use of animals for scientific purposes’ and related State / Territory legislation
- relevant State / Territory drugs and poisons legislation.
### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, procedures and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *administer anaesthesia and perform surgery on animals* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work with different animals, different anaesthetic agents and different anaesthetic and surgical procedures.

### What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal technology workplace or an environment that reproduces normal work conditions.

In either situation, appropriate current licences must be held and there must be access to an approved Animal Ethics Committee (AEC).

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. This would include access to animals, anaesthetic equipment, anaesthetic agents, surgical instruments and equipment as required for the anaesthetic and surgical procedure.

### What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   - Through discussions with facility personnel during anaesthetic and surgical procedures.

2. **How can information be collected, analysed and organised (2)?**
   - By collecting and recording data before, during and after anaesthetic and surgical procedures.

3. **How are activities planned and organised (2)?**
   - By organising and planning anaesthetic and surgical procedures to meet research, Animal Ethics Committee (AEC) and institutional requirements.
4 How can **teamwork (3)** be applied? By responding to emergencies during and after anaesthesia and surgery.

5 How can the use of **mathematical ideas and techniques (3)** be applied? By accurately calculating doses for anaesthetic agents, analgesics and other supportive therapies.

6 How can **problem-solving skills (2)** be applied? By planning the work schedule for anaesthetic and surgical procedures to ensure adequate resources are available.

7 How can the **use of technology (2)** be applied? By using anaesthetic monitoring equipment and recording data electronically.

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**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

- RUV3307A Prepare for and monitor anaesthesia in animals
- PMLTEST305A Perform aseptic techniques
RU5401A Design and develop enclosures and exhibits

This unit of competency covers the process of designing enclosures and exhibits and includes the renovation of existing enclosures and exhibits. It involves preparing concept briefs, managing design teams and communicating with a wide range of people in respect to the exhibit design and development.

The unit is aimed at the senior or more experienced keeper, such as a keeper in charge, who operates as a specialist in exhibit design and development whilst demonstrating competence in other specialist areas including animal husbandry, interpretive and learning programs, nutrition, collection management and conservation and research.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes. One will take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Design and renovate enclosures and exhibits | 1.1 Exhibit performance is critically evaluated in accordance with occupational health and safety (OHS) and institutional policies and procedures.  
1.2 Research is conducted to assist in the preparation of concept briefs for new exhibits or renovation proposals.  
1.3 Concept briefs, including recommendations, are prepared and presented to management as required. |
| 2 Manage enclosure design and renovation projects | 2.1 Design groups are coordinated to ensure timelines and budgets are met.  
2.2 Architectural designs and plans are accessed and interpreted.  
2.3 Technical drawings and detailed costings are prepared.  
2.4 Graphics requirements for exhibit are identified and information is accessed. |
3 Communicate effectively with others on exhibit design and development

3.1 Contribution is provided to the institutional policy on exhibit design and development.

3.2 Assistance is provided to the keeper training program in this area of speciality.

3.3 Coordination of projects and communication with internal and external personnel are maintained.

3.4 Reports are prepared and presented to management in accordance with institutional policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What are enclosures and exhibits?

Enclosures and exhibits include all animal-housing areas that are accessible to the public. They also include long and short-term holding areas for animals off display. Enclosures and exhibits may be for existing species, new single species, multi-species and multi-taxon.

What measures will be included in the evaluation of exhibit performance?

Exhibit performance measures may include the interaction of animals with the public and their habitat, animal husbandry and behaviour, hazard identification and risk management, the durability and appropriateness of enclosure furniture, environmental constraints, problems associated with a simulated environment and feedback from the public and staff.

What type of OHS issues could be relevant in this context?

Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks.

Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage.

Keyboard work can cause injury unless the operator is aware of ergonomic issues and the importance of adequate lighting, heating and ventilation. Regular breaks from the keyboard should be taken to avoid injury.

What areas may be researched?

Research may include the exhibit theme and its relationship to the institutional master plan, habitat requirements, animal behaviour requirements, animal husbandry requirements, OHS and other legislative requirements, display and interpretation requirements, and horticultural and maintenance requirements.
What graphic requirements may be considered?  
Graphic requirements may include placement on exhibits, sources of information and information to be provided on graphics.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?  
The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:
- research and evaluate enclosures and exhibits
- prepare proposals for the design and development or renovation of exhibits and enclosures
- manage design groups and liaise with a wide range of internal staff and external suppliers
- prepare reports and present them to management as required.

What specific knowledge is needed to achieve the performance criteria?  
Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
- institutional policies and procedures, including OHS
- relevant legislation
- institutional master plan
- principles of exhibit design and requirements for concept briefs
- hazard identification and risk management strategies
- interaction between animal types and various habitats
- recognition of animal, keeper, client and public requirements
- criteria for the placement of graphics
- internal decision-making processes leading to the approval of new exhibits or the renovation of existing ones.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to implement institutional policies and procedures
- ability to design enclosures and exhibits and prepare concept plans
- ability to prepare detailed costings and work plans
- ability to interpret architectural designs and plans
- ability to critically evaluate information
- literacy skills to read and implement institutional policies and procedures, including OHS; interpret written plans and drawings; record accurately and legibly information collected; and select and apply procedures to a range of specialist tasks
- oral communication skills / language competence to fulfil the job role as specified by the institution, including presentation and questioning techniques, active listening, training staff and consulting with supervisors
- numeracy skills to complete mathematical calculations and manage budgets
- interpersonal skills to work with people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources when developing concept briefs.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in designing and developing enclosures and exhibits. One must also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- institutional policies and procedures, including OHS
- relevant legislation
- institutional master plan
- enclosure and exhibit designs and proposals
- costings and work plans
• architectural designs and plans
• technical drawings.

What considerations should there be for consistency in performance? To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to design and develop enclosures and exhibits must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and theme park environments.

What considerations should there be for context of assessment? Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace. There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency? There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (3) be applied? Through discussion with supervisors and team members when preparing design proposals.

2 How can information be collected, analysed and organised (3)? By organising research outcomes into coherent concept proposals.

3 How are activities planned and organised (3)? By planning and organising exhibit design and development.

4 How can teamwork (3) be applied? By managing a design team and liaising with internal and external personnel.

5 How can the use of mathematical ideas and techniques (2) be applied? By preparing detailed costings for concept proposals.
<table>
<thead>
<tr>
<th></th>
<th>How can <strong>problem-solving skills</strong> (3) be applied?</th>
<th>By taking into account a wide range of factors when designing a new exhibit or renovating an existing one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>How can the <strong>use of technology</strong> (2) be applied?</td>
<td>By using electronic means to create work plans and graphics and by accessing information using electronic databases and the Internet.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function.
RUV5402A Develop and monitor collection management

This unit of competency covers the process of developing and monitoring the implementation of a collection plan. It requires extensive liaison with internal and external personnel and the ability to assist in the development of institutional policies, manuals and records in the area of species management.

The unit is aimed at the senior or more experienced keeper, such as a keeper in charge, who operates as a specialist in collection management whilst demonstrating competence in other specialist areas including animal husbandry, interpretive and learning programs, nutrition and conservation and research.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assist with the development of the collection plan</td>
</tr>
<tr>
<td>1.1</td>
<td>Collection plan is prepared in accordance with occupational health and safety (OHS) and institutional policies and procedures.</td>
</tr>
<tr>
<td>1.2</td>
<td>Liaison with internal and external personnel is conducted in respect to collection planning.</td>
</tr>
<tr>
<td>1.3</td>
<td>Recommendations of Taxon Advisory Groups (TAGs) are identified and considered when acquiring and disposing of animals.</td>
</tr>
<tr>
<td>1.4</td>
<td>Merits of each species included in the collection plan are evaluated.</td>
</tr>
<tr>
<td>1.5</td>
<td>Databases and other resources are accessed and utilised as required.</td>
</tr>
<tr>
<td>2</td>
<td>Contribute effectively to collection planning policy and practice</td>
</tr>
<tr>
<td>2.1</td>
<td>Assistance is provided with collection planning policy development as required.</td>
</tr>
<tr>
<td>2.2</td>
<td>Information or assistance is provided to regional and international studbooks and management plans as required.</td>
</tr>
<tr>
<td>2.3</td>
<td>Critical analysis and review of the collection plan are undertaken and recommendations are presented to management.</td>
</tr>
</tbody>
</table>
2.4 Reports are prepared and presented to management in accordance with institutional policies and procedures.

2.5 Section animal records are coordinated and maintained in accordance with institutional policies and procedures.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What must be taken into account when preparing a collection plan?</th>
<th>The collection plan must take into account the institution’s collection policy, collection management policy, master plan, interpretive plan, facilities (existing and proposed) within the institution, principles of species management and disposition policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What OHS requirements may have to be considered?</td>
<td>Animal care for captive animals has a range of associated risks from bites, envenomation, kicks or scratches. All duties should reflect an awareness of and a respect for these risks. Safe work practices are used in packaging and handling loads, including animals. Appropriate safe handling techniques are used to reduce muscle load on exertion. Some captive animal facilities may expose personnel to risks such as zoonoses, release of infective agents (both animal and human) and chemical spillage.</td>
</tr>
<tr>
<td>Who may internal and external personnel include?</td>
<td>Internal personnel may include conservation coordinators, species coordinators, TAG representatives, curatorial unit staff and staff from across the institution. External personnel may include representatives of the Australasian Regional Association of Zoological Parks (ARAZPA) and TAGs; species coordinators; and other zoological institutions, wildlife authorities, government departments and bodies.</td>
</tr>
<tr>
<td>What factors may be considered when evaluating the merits of each species?</td>
<td>Factors to be considered may include conservation needs, display value, provenance and associated plans.</td>
</tr>
</tbody>
</table>
What types of **databases and other resources** may be used?

Animal management software may include ISIS (International Species Information System), REGASP, ARKS (Animal Record-Keeping System) and SPARKS (Single Population Analysis and Records Keeping System).

Plans may include the Australasian Species Management Plan (ASMP) Regional Census and Plan, management plans, studbooks and husbandry manuals.

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**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- initiate and undertake analyses of species management and collection planning
- interpret and undertake analyses of studbooks
- write and interpret a strategic plan for a regional population of a species
- liaise extensively with internal and external personnel on behalf of the institution in respect to collection planning
- manage animal records
- provide reports to management as required.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- institutional collection planning policies and procedures, institutional master plan and other relevant policies and procedures, including OHS
- relevant international, federal, state or territory legislation and codes of practice
- excellent working knowledge of international agreements and conventions including the World Zoo Conservation Strategy, conservation status categories of the International Union for Conservation of Nature and Natural Resources
- ASMP Regional Census and Plan
- biology and husbandry of animals in a captive animal environment
animal management software such as ARKS, ISIS, REGASP and SPARKS.

**What specific skills are needed to achieve the performance criteria?**

- ability to implement institutional policies and procedures
- ability to determine appropriate genetic pairings
- ability to determine appropriate demographic management
- word processing, spreadsheet and database skills
- literacy skills to read and implement institutional policies and procedures, including OHS; critically analyse material; and record accurately and legibly information collected
- oral communication skills / language competence to fulfil the job role as specified by the institution, including questioning techniques, active listening and consulting with management
- written skills to prepare and write reports
- numeracy skills to complete mathematical calculations relating to species management
- interpersonal skills to work with people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and develop a species management plan.

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in *developing and monitoring collection management*. One **must** also have access to the resources listed below that include:

- an appropriate captive animal workplace
- equipment and / or resources normally used in the workplace
- institutional policies and procedures and the institutional master plan
- relevant legislation, codes of practice, international agreements and conventions
- ASMP, ASMP Regional Census and Plan and institutional collection plans
husbandry manuals and studbooks
breeding programs
section records
databases and other relevant software, including species and animal management software.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to develop and monitor collection management must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within small or large facilities in city, regional or rural areas, traditional or open-range zoos and theme park environments.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a captive animal workplace.

There must be access in this situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (3) be applied?
   By writing a strategic plan for a regional population or species.

2 How can information be collected, analysed and organised (3)?
   By presenting reports, including recommendations, to senior management.

3 How are activities planned and organised (3)?
   By managing the review and analysis of regional and internal collection plans.

4 How can teamwork (3) be applied?
   By working and supervising others on agreed tasks.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (3) be applied?</td>
<td>By applying mathematical processes to collection planning issues such as genetic pairings and demographic management.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (3) be applied?</td>
<td>By determining the merits of a species or specimens for inclusion in the institution’s collection plan.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using electronic databases to access information.</td>
</tr>
</tbody>
</table>

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.
RUV5601A Manage nursing requirements for specialised surgical procedures

This unit of competency covers the process of conducting admissions for specialised surgical procedures, preparing the theatre environment, performing specific preoperative procedures, monitoring anaesthesia (including advanced), providing intraoperative support to surgeons and managing equipment cleaning and maintenance. Examples of specialised surgical procedures include intrathoracic, internal fixation, external fixation, soft tissue, ophthalmic, skin grafting, oncological surgery and advanced corrective orthopaedics.

This unit is specifically designed for nurses who work in a veterinary clinic or hospital where registered specialists perform specialised surgical procedures.

Managing nursing requirements for specialised surgical procedures requires access to a veterinary clinic or hospital where specialised surgical procedures are performed; veterinary surgeons that perform specialised surgical procedures; patients and clients requiring specialised surgical procedures; and the equipment, instruments and resources required to perform specialised surgical procedures. To ensure consistency in one’s performance, competency should be demonstrated by managing nursing requirements and carrying out postoperative nursing routines for an extensive range of specialised surgical procedures on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the demonstration of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas. One would be expected to analyse and plan approaches to technical problems or management requirements, take responsibility for one’s own outputs and take limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct admission process for <strong>specialised surgical procedures</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Appointment is made and <strong>preoperative instructions</strong> and <strong>hospital routines information</strong> are provided to the client (owner).</td>
</tr>
<tr>
<td>1.2</td>
<td><strong>Patient histories and client details</strong> are compiled in line with surgeon’s requirements.</td>
</tr>
<tr>
<td>1.3</td>
<td>Referrals and associated documentation are coordinated as required.</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Patient samples</strong> are obtained in accordance with <strong>occupational health and safety</strong> (OHS) requirements and are submitted for analytical tests as required.</td>
</tr>
<tr>
<td>1.5</td>
<td>Pathological and diagnostic aid results are assimilated with patient’s history.</td>
</tr>
<tr>
<td></td>
<td>Prepare the theatre environment</td>
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<tr>
<td></td>
<td>Perform specific preoperative procedures</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>Monitor anaesthesia</td>
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</tr>
<tr>
<td></td>
<td>Provide <strong>intraoperative support</strong> to surgeon</td>
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<tr>
<td></td>
<td>Manage equipment <strong>cleaning and maintenance</strong></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What <strong>specialised surgical procedures</strong> might be included?</th>
<th>Specialised surgical procedures might include thoracotomy, enterotomy, gastrotomy, cystotomy, spinal surgery, orthopaedic surgery and ophthalmic surgery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>preoperative instructions</strong> may be given?</td>
<td>Preoperative instructions may be given in regard to fasting, medication, control of exercise and restricted fluid intake.</td>
</tr>
<tr>
<td>What may be included as part of <strong>hospital routines information</strong>?</td>
<td>Referral to specialised advice, patient progress and patient visiting arrangements.</td>
</tr>
<tr>
<td>What may be included in <strong>patient histories and client details</strong>?</td>
<td>Patient histories may be maintained manually or electronically. Patient histories may include referral and associated documentation and pathological and diagnostic results. Client details may include owner’s name, address, emergency contact and payment details.</td>
</tr>
<tr>
<td>What are examples of <strong>patient samples</strong>?</td>
<td>Blood obtained by venipuncture, urine collected by free catch, urinary catheterisation under veterinary supervision, faeces collected by direct rectal examination and free catch, skin scrapings, hair pluckings, tape preparations and other exudates.</td>
</tr>
<tr>
<td>What type of <strong>OHS issues</strong> would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td>What are examples of <strong>specialised materials and equipment</strong>?</td>
<td>Specialised surgical materials and equipment may include endoscopes, laryngoscopes, laparoscopes, ophthalmic equipment, orthopaedic equipment, anaesthetic equipment, capnographs, pulse oximeters, blood pressure monitoring equipment, oesophageal stethoscopes, ECG, ventilators, electrosurgical units, orthopaedic drills and saws, fibroscopes, suction pumps, scavenger, catheters, ventilators, drains and heated operating tables.</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td><strong>What will be included in personal preparation?</strong></td>
<td>Personal preparation and the preparation of other personnel for the theatre environment will include donning specialised theatre scrub suits, anti-static footwear or shoe covers, surgical caps and masks; scrubbing up aseptically; demonstrating open and closed gloving techniques; and gowing using cloth or disposable gowns.</td>
</tr>
<tr>
<td><strong>What may be included as part of the pre-surgical evaluation?</strong></td>
<td>Heart rate, pulse rate and quality, respiratory rate and effort, rectal temperature, mucous membrane colour, capillary refill time, fluid therapy plan under supervision of a surgeon, assessment of temperament, evaluation of pain prior to sedation and anaesthetic choice under supervision of a surgeon.</td>
</tr>
<tr>
<td><strong>What actions may be undertaken when stabilising patients?</strong></td>
<td>Preoperative medications and premedications, calming actions and words, application of restraints, placement of an intravenous catheter, clearing the airway as required, provision of supportive padding, intubation, connection to artificial respiration, monitoring vital signs, administration of fluid therapy.</td>
</tr>
<tr>
<td><strong>What things may be included in preparing patients?</strong></td>
<td>Patient preparation for specialised surgical procedures may include the administration of an enema, clipping, vacuuming, limb support, taping, scrubbing of surgical area using an aseptic technique, fitting of surgical drapes and applying splints.</td>
</tr>
<tr>
<td><strong>What specific anaesthetic procedures may be included?</strong></td>
<td>Specific anaesthetic procedures may include administration of anaesthetic agents and patient monitoring, maintaining peripheral or central intravenous catheters, maintaining arterial catheters, intravenous or intraosseous fluid therapy, pain management and intraoperative drugs.</td>
</tr>
<tr>
<td><strong>What may be included in the application of specific artificial respiration systems?</strong></td>
<td>The application of specific artificial respiration systems may include constant monitoring of vital signs, monitoring and recording of anaesthesia levels and administration of oxygen into recovery. This may include mechanical or manual artificial ventilation such as intermittent positive pressure ventilation.</td>
</tr>
<tr>
<td><strong>What type of intraoperative support may be provided to the surgeon?</strong></td>
<td>Anaesthesia support and maintenance of an aseptic surgical environment.</td>
</tr>
</tbody>
</table>
### Evidence Guide

**What are the critical aspects of evidence required for this competency standard?**

The critical requirements for this competency standard are listed below.

- admit animals for specialised surgical procedures completing all appropriate documentation
- prepare animals and theatres for specific surgical procedures
- apply knowledge of specialised surgical procedures
- apply relevant legislation, including OHS policies and procedures
- apply clinic policies and procedures at all times
- identify and use safely as required appropriate equipment, instruments and materials for specialised surgical procedures
- apply knowledge of drugs, anaesthetics and medicines during specialised surgical procedures
- monitor anaesthesia throughout surgery and provide specific support to surgeons as required
- observe and report accurately on animals’ condition and vital signs
- recognise, respond to and assist with emergencies
- manage theatre requirements and the cleaning and maintenance requirements of specialised surgical equipment
- organise self and clinic personnel in preparing necessary equipment and material for specialised routines.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:

- advanced working knowledge of animal anatomy and physiology
- advanced working knowledge of fluid therapy and radiographic and imaging routines relating to specialised surgical routines
- advanced working knowledge of disinfection and sterilisation of theatre and environment, including cleaning agents and systems
- advanced working knowledge of anaesthetic routines and anaesthetics, including gaseous and injectables
- relevant animal welfare legislation
- use and recording of chemicals and medicines in the clinic according to relevant legislative requirements
- relevant state or territory Poisons Act
- specialised surgical procedures including thoracotomy, enterotomy, gastrotomy, cystotomy, spinal surgery, orthopaedic surgery and ophthalmic surgery
- equipment and instrument requirements for surgery and their use
- interpretation of results and surgical approaches
- recognition of emergencies
• pain management techniques
• intraoperative drugs
• non-routine surgical procedures
• theatre routines
• industry-standard cleaning methods and materials

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to work as part of and coordinating a team</td>
<td>• ability to work as part of and coordinating a team</td>
</tr>
<tr>
<td>• ability to identify appropriate specialised surgical equipment and instruments</td>
<td>• ability to identify appropriate specialised surgical equipment and instruments</td>
</tr>
<tr>
<td>• ability to apply and monitor anaesthesia, fluid therapy and radiographic and imaging routines relating to specialised surgical routines</td>
<td>• ability to apply and monitor anaesthesia, fluid therapy and radiographic and imaging routines relating to specialised surgical routines</td>
</tr>
<tr>
<td>• ability to prepare patients, equipment and facilities for surgery</td>
<td>• ability to prepare patients, equipment and facilities for surgery</td>
</tr>
<tr>
<td>• keen observation skills</td>
<td>• keen observation skills</td>
</tr>
<tr>
<td>• rapport with animals</td>
<td>• rapport with animals</td>
</tr>
<tr>
<td>• ability to observe accurately and report animal condition and vital signs</td>
<td>• ability to observe accurately and report animal condition and vital signs</td>
</tr>
<tr>
<td>• ability to recognise, respond to and assist with emergencies</td>
<td>• ability to recognise, respond to and assist with emergencies</td>
</tr>
<tr>
<td>• ability to apply meticulous cleaning and sterilisation methods to clean theatre equipment furniture</td>
<td>• ability to apply meticulous cleaning and sterilisation methods to clean theatre equipment furniture</td>
</tr>
<tr>
<td>• ability to work with others to achieve optimum aseptic conditions</td>
<td>• ability to work with others to achieve optimum aseptic conditions</td>
</tr>
<tr>
<td>• ability to undertake routine maintenance schedules in accordance with manufacturers’ requirements</td>
<td>• ability to undertake routine maintenance schedules in accordance with manufacturers’ requirements</td>
</tr>
<tr>
<td>• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly</td>
<td>• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly</td>
</tr>
</tbody>
</table>
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
- numeracy skills to monitor surgical equipment and patients’ vital signs and to measure dosages
- problem-solving skills to use available resources, prioritise tasks and anticipate surgeons’ requirements.

### What are the specific resource implications for this competency standard?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in managing nursing requirements for specialised surgical procedures. One must also have access to the resources listed below that include:

- a veterinary clinic / hospital where specialised surgical procedures take place
- equipment and resources normally used for particular specialised surgical procedures
- registered specialists who perform specialised surgical procedures
- patients requiring specialised surgical procedures and clients
- clinic policies and procedures, including OHS
- patient records
- manufacturers’ specifications for equipment
- equipment maintenance schedules and records.

### What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated by managing nursing requirements for an extensive range of specialised surgical procedures on a regular basis over a period of time.

The skills and knowledge required to manage nursing requirements for specialised surgical procedures must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
For example, this could include work within a clinic / hospital where registered specialists are performing specialised surgical procedures.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a clinic or hospital where registered specialists are performing specialised surgical procedures.

There must be access in this situation to the appropriate surgical equipment and / or resources relevant to the specialised surgical procedures taking place in the clinic to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   - Through discussions with surgeons, clients and other clinic staff.

2. **How can information be collected, analysed and organised (3)?**
   - By analysing and collating patient histories and data collected during surgical procedures.

3. **How are activities planned and organised (3)?**
   - By scheduling surgical procedures and allocating resources accordingly.

4. **How can teamwork (3) be applied?**
   - By working with others during specialised surgical procedures.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - By monitoring anaesthesia under the direction of surgeons and by measuring dosages.

6. **How can problem-solving skills (3) be applied?**
   - By dealing with emergencies and resource shortages.

7. **How can the use of technology (2) be applied?**
   - By using equipment to monitor patients’ conditions.
Are there other units of competency that could be assessed with this one?

*Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.*

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV5602A Carry out postoperative nursing routines
RUV5602A  Carry out postoperative nursing routines

This unit of competency covers the process of maintaining patient fluid therapy and nutritional requirements, monitoring wounds or surgical sites postoperatively, monitoring patients including recumbent patients postoperatively, and discharging patients that have undergone specialised surgical procedures into the care of clients. Examples of specialised surgical procedures include intrathoracic, internal fixation, external fixation, soft tissue, ophthalmic, skin grafting, oncological surgery and advanced corrective orthopaedics.

This unit is specifically designed for nurses who work in a veterinary clinic or hospital where registered specialists are performing specialised surgical procedures.

Carrying out postoperative nursing routines requires access to a veterinary clinic or hospital where specialised surgical procedures are performed; veterinary surgeons that perform specialised surgical procedures; patients and clients requiring specialised surgical procedures; and the equipment, instruments and resources required to perform specialised surgical procedures. To ensure consistency in one’s performance, competency should be demonstrated by managing nursing requirements and carrying out postoperative nursing routines for an extensive range of specialised surgical procedures on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the demonstration of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas. One would be expected to analyse and plan approaches to technical problems or management requirements, take responsibility for one’s own outputs and take limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintain patient fluid requirements</td>
</tr>
<tr>
<td>1.1</td>
<td>Intravenous catheters are placed and maintained in line with clinic policies.</td>
</tr>
<tr>
<td>1.2</td>
<td>Patient fluid output is monitored in line with occupational health and safety (OHS) and clinic policies and procedures.</td>
</tr>
<tr>
<td>1.3</td>
<td>Intravenous fluid therapy is maintained in line with clinic policies.</td>
</tr>
<tr>
<td>2</td>
<td>Maintain patient nutritional requirements</td>
</tr>
<tr>
<td>2.1</td>
<td>Specific nutritional requirements are met according to individual patient needs.</td>
</tr>
<tr>
<td>2.2</td>
<td>Energy requirements are calculated according to individual patient needs.</td>
</tr>
<tr>
<td>2.3</td>
<td>Assisted feeding procedures are carried out in line with clinic policies.</td>
</tr>
</tbody>
</table>
3 Monitor wound or surgical site postoperatively

- **3.1** Dressings and bandages are managed postoperatively in accordance with clinic policies.
- **3.2** **Indwelling surgical drains** are managed in accordance with clinic policies.
- **3.3** Open wounds are managed postoperatively in accordance with clinic policies.

4 Monitor recumbent patients postoperatively

- **4.1** **Housing and bedding** are selected in accordance with specific patient needs.
- **4.2** Specific nursing techniques are used to prevent and treat **complications associated with recumbent patients**.
- **4.3** Positioning aids and techniques are used in line with surgical procedure, disease process and individual patient needs.

5 Monitor patients postoperatively

- **5.1** **Vital signs and observations** are recorded and abnormalities are reported to the surgeon.
- **5.2** Patient care plans are prepared and implemented in consultation with the surgeon.
- **5.3** Recognised **physical therapy techniques** are applied according to patient needs.

6 Discharge patients into the care of clients

- **6.1** Specific **home-nursing requirements** are communicated to clients in accordance with surgeons’ instructions.
- **6.2** Instructions on patients’ physiotherapy and exercise are communicated to clients as required in accordance with veterinarians’ instructions.
- **6.3** Follow up appointments are organised as required.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

**What are examples of specialised surgical procedures?**

Specialised surgical procedures might include thoracotomy, enterotomy, gastrotomy, cystotomy, spinal surgery, orthopaedic surgery and ophthalmic surgery.

**What may be included in the maintenance of intravenous catheter sites?**

Maintenance of intravenous catheter sites may include monitoring the insertion site of a peripheral or central catheter for signs of phlebitis, cellulitis, thrombosis or discharge; changing dressings; flushing wounds with heparinised saline; and maintaining catheter asepsis.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What equipment may be used to maintain intravenous fluid therapy?</td>
<td>Intravenous fluid therapy may be maintained using fluid pumps, syringe drivers, drip rate flow regulators, fluid administration sets and extension tubing.</td>
</tr>
<tr>
<td>What are examples of patient fluid output?</td>
<td>Fluid output may include urine, faeces, vomitus, saliva and fluid from thoracic, abdominal or wound drainage.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps.</td>
</tr>
<tr>
<td>What are examples of specific nutritional requirements?</td>
<td>Specific nutritional requirements may include diets for intestinal or urinary tract disorders; hepatic, renal, pancreatic or cardiac disease; and diets for growth, weight loss and optimum healing.</td>
</tr>
<tr>
<td>What may be included when calculating patients’ energy requirements?</td>
<td>Energy requirements may be calculated by multiplying the basal energy requirement by the illness factor. The calorific content of the food is also taken into account.</td>
</tr>
<tr>
<td>What are examples of assisted feeding?</td>
<td>Assisted feeding may include hand feeding, tube feeding and preparation of suitable diets.</td>
</tr>
<tr>
<td>What are examples of indwelling surgical drains?</td>
<td>Indwelling surgical drains may include intrathoracic, abdominal and wound drains.</td>
</tr>
<tr>
<td>What are examples of housing and bedding?</td>
<td>Housing may include kennels, cots, runs, heated kennels and incubators. Bedding may include padded beds, heated waterbeds, towels, blankets and dry bedding.</td>
</tr>
<tr>
<td>What are complications associated with recumbent patients?</td>
<td>Complications may include decubitus ulcers, hypostatic pneumonia, urine and faecal scalding and depression.</td>
</tr>
</tbody>
</table>
**What are examples of recognised physical therapy techniques?**

Physical therapy techniques might include:

- Massage such as effleurage (stroking), petrissage (squeezing) and friction (circular movements) and the application of warm and cold compresses to the affected area.
- Passive exercise therapy such as manipulation and movement of joints and limbs by the nurse through a range of motions.
- Active assisted exercise such as assisted standing, assisted walking and hydrotherapy.

**What may be included as vital signs and observations?**

Heart rate, pulse rate and quality, respiratory rate and effort; rectal temperature; mucous membrane colour; capillary refill time; urine, faecal and fluid output; fluid and food intake; assessment of temperament; and evaluation of pain.

**On discharge what type of home-nursing advice may be given?**

Specialised surgical operations may have life-threatening consequences even during the home recovery period.

Client advice on discharge may include specific home-nursing requirements detailed by the surgeon, administration of prescribed medications, bladder and bowel movements, management of surgical wounds and drains, cast management, diet and/or exercise and physiotherapy. It may also include advice and contact numbers for potential emergency situations and follow up appointments.

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**Evidence Guide**

**What are the critical aspects of evidence required for this competency standard?**

The critical requirements for this competency standard are listed below.

Assessment must confirm one’s ability to

- apply an advanced working knowledge of animal anatomy and physiology whilst managing wounds or surgical sites post-surgery
- communicate effectively with the surgeon on all aspects of patient care
- provide clear and concise directions to clinic personnel
- maintain patient fluid and nutritional requirements post-surgery in accordance with patient care plans
- nurse animals with care and empathy and in accordance with individual patient requirements
- implement a physical therapy program for recovering patients
- observe and report on animals’ condition and vital signs in an accurate manner
- record and complete patient records accurately
- recognise, respond to and assist with emergencies
- communicate with clients on patients’ progress and home-nursing requirements.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
<th>Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• advanced working knowledge of animal anatomy and physiology</td>
<td>• advanced working knowledge of animal anatomy and physiology</td>
</tr>
<tr>
<td>• relevant animal welfare legislation</td>
<td>• relevant animal welfare legislation</td>
</tr>
<tr>
<td>• advanced working knowledge of anaesthesia, fluid therapy and radiographic and imaging routines relating to specialised surgical routines</td>
<td>• advanced working knowledge of anaesthesia, fluid therapy and radiographic and imaging routines relating to specialised surgical routines</td>
</tr>
<tr>
<td>• relevant state or territory Poisons Act</td>
<td>• relevant state or territory Poisons Act</td>
</tr>
<tr>
<td>• use and recording of chemicals and medicines in the clinic according to relevant legislative requirements</td>
<td>• use and recording of chemicals and medicines in the clinic according to relevant legislative requirements</td>
</tr>
<tr>
<td>• specialised surgical procedures including thoracotomy, enterotomy, gastrotomy, cystotomy, spinal surgery, orthopaedic surgery and ophthalmic surgery</td>
<td>• specialised surgical procedures including thoracotomy, enterotomy, gastrotomy, cystotomy, spinal surgery, orthopaedic surgery and ophthalmic surgery</td>
</tr>
<tr>
<td>• nutritional requirements after specialised surgical procedures</td>
<td>• nutritional requirements after specialised surgical procedures</td>
</tr>
<tr>
<td>• recognition of emergencies</td>
<td>• recognition of emergencies</td>
</tr>
<tr>
<td>• pain management techniques</td>
<td>• pain management techniques</td>
</tr>
<tr>
<td>• therapy strategies for recovering patients</td>
<td>• therapy strategies for recovering patients</td>
</tr>
<tr>
<td>• fluid therapy.</td>
<td>• fluid therapy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to apply nursing techniques appropriate to the recumbent patient</td>
<td>• ability to apply nursing techniques appropriate to the recumbent patient</td>
</tr>
<tr>
<td>• ability to apply and monitor anaesthesia, fluid therapy and radiographic and imaging routines relating to specialised surgical routines</td>
<td>• ability to apply and monitor anaesthesia, fluid therapy and radiographic and imaging routines relating to specialised surgical routines</td>
</tr>
</tbody>
</table>
- ability to maintain fluid therapy programs
- ability to calculate patient nutritional requirements
- ability to dress and bandage surgical sites and wounds
- ability to implement physical therapy strategies
- keen observation skills
- rapport with animals
- ability to observe and report animal condition and vital signs
- ability to recognise, respond to and assist with emergencies
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
- numeracy skills to monitor patients’ vital signs and surgical equipment
- problem-solving skills to use available resources, prioritise tasks and anticipate surgeon and patient requirements.

**What are the specific resource implications for this competency standard?**

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in carrying out postoperative nursing routines. One must also have access to the resources listed below that include:

- a veterinary clinic / hospital where one can nurse animals recovering from specialised surgical procedures
- equipment and resources normally used in a veterinary clinic / hospital to nurse animals recovering from specialised surgical procedures
• registered specialists who perform specialised surgical procedures
• patients recovering from specialised surgical procedures
• clinic and OHS policies and procedures
• patient records
• patient care plans.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated by carrying out postoperative nursing routines for an extensive range of patients recovering from specialised surgical procedures on a regular basis over a period of time.

The skills and knowledge required to carry out postoperative nursing routines must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a clinic / hospital where registered specialists are performing specialised surgical procedures.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary clinic or hospital where registered specialists are performing specialised surgical procedures.

There must be access in this situation to the appropriate equipment and / or resources relevant to the postoperative nursing routines taking place in the clinic, to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?

Through discussion with surgeons, clients and other clinic staff.

2. How can information be collected, analysed and organised (2)?

By recording and maintaining patient data postoperatively.
### RUH5020A Carry out postoperative nursing routines

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>How are activities planned and organised (3)?</td>
<td>By scheduling procedures and implementing patient care plans.</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (3) be applied?</td>
<td>By working with others postoperatively.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By monitoring fluid therapy under surgeons’ direction and measuring doses.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (3) be applied?</td>
<td>By dealing with fractious animals and emergencies.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using equipment to monitor patients’ conditions.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

*Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.*

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV5601A Manage nursing requirements for specialised surgical procedures
RUV5603A Produce veterinary dental oral cavity radiographs

This unit of competency covers the process of preparing and monitoring patients during radiographic procedures, preparing radiographic equipment, developing radiographs, recording and storing radiographic results for advanced veterinary dental surgery cases including all seven veterinary dentistry disciplines (periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry).

The unit is specifically designed for nurses who work in a veterinary clinic or hospital, or a specialist or referral veterinary dental clinic / hospital where registered veterinary dental specialists perform advanced veterinary dentistry procedures.

Producing veterinary dental oral cavity radiographs requires access to a veterinary clinic / hospital that performs advanced veterinary dentistry, or a specialist or referral veterinary dental clinic / hospital; veterinarians who perform advanced and specialist dental procedures; patients and clients requiring veterinary dental oral cavity radiographs and specialised dental procedures; and the equipment, instruments and resources required to perform all seven veterinary dentistry disciplines. To ensure consistency in one’s performance, competency should be demonstrated by producing an extensive range of veterinary dental oral radiographs and providing veterinary dental nursing support for an extensive range of advanced veterinary dental surgery cases on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

### Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1 Prepare and monitor patient during radiographic procedure</td>
<td>1.1 Specific sedation and /or anaesthetic procedures are applied as directed by the veterinarian and in accordance with occupational health and safety (OHS) requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Appropriate technique is determined in consultation with the veterinarian.</td>
</tr>
<tr>
<td></td>
<td>1.3 Patient is <strong>positioned</strong> and film / cassette is positioned as required to suit patient needs.</td>
</tr>
<tr>
<td></td>
<td>1.4 Patient anaesthetic recovery is monitored and observations are recorded.</td>
</tr>
</tbody>
</table>
2 Prepare radiographic equipment

2.1 Manual processor, automatic processor or chair side darkroom is prepared in line with the manufacturers’ instructions and clinic policies.

2.2 Prepackaged dental films / cassettes are made ready.

2.3 Radiographic machine is positioned and set for required procedure as instructed by the veterinarian.

2.4 Personal protective equipment is prepared and fitted to all staff in accordance with OHS requirements.

3 Develop radiographs

3.1 Exposed film is developed and displayed for examination by the veterinarian.

3.2 Film debris and waste chemicals are disposed of in line with clinic policies and legislative requirements.

4 Record and store radiographic results

4.1 Film and radiographic results are recorded and stored in line with clinic policies and legislative requirements.

4.2 Films are stored in a cool, dry place away from ionising radiation and light.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What type of OHS issues would be relevant in this context?

Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.

Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion.

The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained.

Clinic activities also have inherent risks including gas leakages, radiation scatter and leakage, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.
What type of **positioning** may be included? Intraoral and extraoral positioning.

What type of **film** will be used? Screen and non-screen (e.g. dental) film.

What may be included in preparing **radiographic equipment**? The preparation of the room, screens, radiography machine, chair side darkroom, automatic processor and film.

What type of **personal protective equipment** would be relevant? Safety equipment may include lead aprons, lead gloves, glasses, masks and lead thyroid collars.

### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- provide caring and capable support to veterinarians and patients during dental radiography procedures in all disciplines of veterinary dentistry namely periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry
- prepare patients and equipment for the required procedures
- process and develop high quality standard radiographs
- monitor vital signs of patients accurately through induction, during procedure and through recovery
- recognise, respond to and assist with emergencies
- handle a range of patients occurring in the clinic
- communicate effectively with owners and the veterinarian providing advice.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include advanced working knowledge of:

- sedation for dental procedures
- anaesthesia and anaesthetic agents
- positioning of animals for dental radiography
- radiographic print development procedures
To achieve the performance criteria, some complementary skills are required. These skills include:

- rapport with animals
- ability to observe accurately and report concisely on animals’ condition and health
- keen observation skills
- ability to work as a member of a team and work closely with the supervising veterinarian
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
- numeracy skills to monitor anaesthetised patients
- problem-solving skills to use available resources, prioritise tasks and produce high quality radiographs.

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in producing veterinary dental oral cavity radiographs. One must also have access to the resources listed below that include:

- a clinic / hospital that performs advanced veterinary dentistry, or a specialist or referral veterinary dental clinic / hospital
- personal protective clothing and equipment
• access to dental equipment and instruments normally used to carry out the disciplines of periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry
• registered veterinary dental specialists who perform advanced or specialist veterinary dentistry procedures
• patients and clients requiring veterinary dental oral cavity radiographs
• relevant clinic policies and procedures, including OHS
• relevant codes of practice and legislation
• patient records, including dental charts.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated by producing an extensive range of veterinary dental oral cavity radiographs for a range of veterinary dental cases on a regular basis over a period of time.

The skills and knowledge required to produce veterinary dental oral cavity radiographs must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a veterinary clinic / hospital, or a specialist or referral veterinary dental clinic / hospital where a registered veterinary dental specialist performs advanced veterinary dentistry procedures.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary clinic or hospital or a specialist or referral veterinary dental clinic or hospital where registered veterinary dental specialists perform advanced veterinary dentistry procedures.

There must be access in this situation to the appropriate dental equipment, instruments and / or resources to enable one to demonstrate competency, including patients requiring veterinary dental oral cavity radiographs.
What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied? Through discussion with veterinarians and suppliers.
2. How can information be collected, analysed and organised (2)? By maintaining patient dental records.
3. How are activities planned and organised (2)? Through the scheduling of dental radiographs.
4. How can teamwork (3) be applied? By working with other clinic staff.
5. How can the use of mathematical ideas and techniques (2) be applied? By calculating exposure times and processing requirements.
6. How can problem-solving skills (3) be applied? By dealing with traumatised patients and adverse conditions.
7. How can the use of technology (3) be applied? By completing dental radiographic procedures.

Are there other units of competency that could be assessed with this one?

Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4610A Carry out veterinary dental nursing procedures (direct relationship)
RUV5604A Provide veterinary dental nursing support for advanced veterinary dental surgery (must be completed after undertaking this unit of competency)
RU5604A Provide veterinary dental nursing support for advanced veterinary dental surgery

This unit of competency covers the process of carrying out admission procedures; preparing theatre and personnel for dental surgery; preparing patient for dental surgery; preparing specific materials and anticipating veterinarians’ requirements; cleaning, storing and maintaining dental instruments and equipment; and communicating with clients and discharging patients in advanced veterinary dental surgery cases including all seven veterinary dentistry disciplines (periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry).

The unit is specifically designed for nurses who work in a veterinary clinic or hospital, or a specialist or referral veterinary dental clinic / hospital where registered veterinary dental specialists perform advanced veterinary dentistry procedures.

Providing veterinary dental nursing support for advanced veterinary dental surgery requires access to a veterinary clinic / hospital that performs advanced veterinary dentistry, or a specialist or referral veterinary dental clinic / hospital; veterinarians who perform advanced and specialist dental procedures; patients and clients requiring veterinary dental oral cavity radiographs and specialised dental procedures; and the equipment, instruments and resources required to perform all seven veterinary dentistry disciplines. To ensure consistency in one’s performance, competency should be demonstrated by producing an extensive range of veterinary dental oral radiographs and providing veterinary dental nursing support for an extensive range of advanced veterinary dental surgery cases on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with depth in some areas. One would be expected to identify, analyse and evaluate information from a variety of sources, take responsibility for one’s own outputs and have limited responsibility for the quantity and quality of the output of others.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Carry out admission procedures</td>
<td>1.1 Patient dental history is compiled in line with occupational health and safety (OHS) and veterinarian requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Referral and associated documentation are coordinated as requested by the veterinarian.</td>
</tr>
<tr>
<td></td>
<td>1.3 Dental pathology and diagnostic aid results are collated in line with patient needs.</td>
</tr>
</tbody>
</table>
2 Prepare theatre and personnel for dental surgery

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td><strong>Theatre furniture and equipment</strong> are prepared for specific dental surgery in accordance with OHS and clinic requirements.</td>
</tr>
<tr>
<td>2.2</td>
<td>Patient radiographs for the scheduled procedure are displayed.</td>
</tr>
<tr>
<td>2.3</td>
<td>Dental equipment and sterile dental packs are accessed and checked.</td>
</tr>
<tr>
<td>2.4</td>
<td><strong>Gloving and gowning</strong> procedures are completed in accordance with clinic policies.</td>
</tr>
</tbody>
</table>

3 Prepare patient for dental surgery

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Specific anaesthetic procedures are applied under veterinarian supervision.</td>
</tr>
<tr>
<td>3.2</td>
<td>Administration of <strong>preoperative medications</strong> is performed under veterinarian supervision.</td>
</tr>
<tr>
<td>3.3</td>
<td>Patient is suitably positioned on the operating table and <strong>restraints</strong> are applied.</td>
</tr>
<tr>
<td>3.4</td>
<td>Endotracheal tube is examined to ensure it is functioning and pharyngeal pack is applied.</td>
</tr>
</tbody>
</table>

4 Prepare specific materials and anticipate veterinarians’ requirements

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td><strong>Specific dental materials</strong> appropriate for the <strong>scheduled procedures</strong> are prepared.</td>
</tr>
<tr>
<td>4.2</td>
<td>Progress of surgery and veterinarian’s requirements are anticipated and responded to positively.</td>
</tr>
<tr>
<td>4.3</td>
<td><strong>Dental instruments</strong>, equipment and materials are handed to the veterinarian as requested.</td>
</tr>
<tr>
<td>4.4</td>
<td>Specific dental surgical support is provided as directed by the veterinarian.</td>
</tr>
<tr>
<td>4.5</td>
<td>Record of procedure is taken and maintained in accordance with clinic policies and procedures.</td>
</tr>
<tr>
<td>4.6</td>
<td>Clinical and other hazardous waste is disposed of safely in accordance with OHS and local government requirements.</td>
</tr>
</tbody>
</table>

5 Clean, store and maintain dental instruments and equipment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Packed dental instruments and equipment are cleaned or sterilised in accordance with manufacturers’ specifications and clinic policies.</td>
</tr>
<tr>
<td>5.2</td>
<td>Packed sterilised and non-sterilised dental instruments and equipment are stored in an appropriate environment and atmosphere.</td>
</tr>
<tr>
<td>5.3</td>
<td>Damaged and ineffective dental surgery instruments, equipment and their attachments are identified in cooperation with other clinic staff and replaced or set aside for repair and/or maintenance.</td>
</tr>
</tbody>
</table>
5.4 **Maintenance routines** for dental instruments and equipment are completed as directed by the veterinarian and in line with clinic policies and OHS requirements.

6 Communicate with client and discharge patient

6.1 Patient progress is regularly reported to client in line with veterinarian’s instructions.

6.2 **Specific home-nursing** requirements are communicated to client in line with veterinarian’s instructions.

6.3 Instructions on the administration of prescribed medications are detailed to the client.

**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>What may be included in the <strong>patient dental history</strong>?</th>
<th>Previous referrals, pathological test results and diagnostic test results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of <strong>OHS</strong> issues would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td>What may be included as <strong>dental and theatre equipment and furniture</strong>?</td>
<td>Theatre furniture and equipment may include operating table, anaesthetic machine, surgical instrument trays and trolleys, ultrasonic and sonic dental scalers, chisels and curettes, endodontic files, forceps, sterile dental packs, suction equipment, radiograph displays, curing lights, endotracheal tubes and cuffs, pharyngeal packs, air-driven dental base including high and low speed hand pieces and amalgamator saws, pumps and elevators.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What may be included in <strong>gloving and gowning</strong>?</td>
<td>Personal hygiene and scrubbing, and the fitting of masks, boots, gloves, gowns and goggles.</td>
</tr>
<tr>
<td>What may be included as <strong>preoperative medications</strong>?</td>
<td>Antibiotics and analgesics.</td>
</tr>
<tr>
<td>What type of <strong>restraints</strong> may be used?</td>
<td>Mouth gags.</td>
</tr>
<tr>
<td>What are examples of <strong>specific dental materials</strong>?</td>
<td>Sutures, restorative materials, prostheses, wire, pins, plates and screws.</td>
</tr>
<tr>
<td>What <strong>scheduled procedures</strong> may take place?</td>
<td>Periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry.</td>
</tr>
<tr>
<td>What may be included within <strong>maintenance routines</strong> for instruments and equipment?</td>
<td>Disassembly, cleaning, drying, reassembly, packing and oiling, calibration, sharpening and re-stocking.</td>
</tr>
<tr>
<td>What type of <strong>specific home-nursing advice</strong> may be provided?</td>
<td>Continued prophylaxis at home, postoperative expectations, advice on dispensed medications, dietary requirements, gum and dental hygiene and use of bones and toys.</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- assist the veterinarian and work as an effective team member during all procedures including periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry
- prepare the theatre, patients, personnel and all relevant materials and equipment for dental surgery
- record accurately anaesthetic levels and dental nomenclature and details
- clean, maintain and store dental instruments and equipment in accordance with manufacturers’ specifications
- communicate effectively with clients prior to surgery and postoperatively in respect to specific home-nursing requirements.
### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include advanced working knowledge of:

- cleaning and hygiene procedures in dental surgery
- industry-standard gloving and gowning procedures
- animal anatomy and physiology
- animal dental health
- surgical dental procedures and terminology
- prophylactic strategies used in dental care
- dental procedures and requirements for periodontics, endodontics, restorative dentistry, oral surgery, prosthodontics, orthodontics and exotic animal dentistry
- advanced knowledge of veterinary dental instruments and equipment and their uses
- advanced knowledge of equipment sterilisation and calibration procedures and techniques
- instrument sharpening techniques.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include:

- ability to work closely with the supervising veterinarian and as part of a theatre team
- ability to anticipate veterinarians’ requirements
- ability to provide caring and capable support during the procedure
- ability to keep accurate records of anaesthetic levels
- ability to record dental nomenclature and details
- ability to monitor patient vital signs
- ability to communicate effectively with owners and veterinarian providing advice
- ability to observe accurately and report concisely on animal condition and health
- ability to identify and carry out a range of maintenance routines on dental equipment and instruments
- keen observation skills
• rapport with animals
• ability to recognise, respond to and assist with emergencies
• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly
• 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 calculate preoperative and postoperative medications
• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
• problem-solving skills to use available resources and anticipate veterinarians’ requirements.

What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing veterinary dental nursing support for advanced veterinary dental surgery. One **must** also have access to the resources listed below that include:

• a clinic / hospital that performs advanced veterinary dentistry, or a specialist or referral veterinary dental clinic / hospital
• personal protective clothing and equipment
• dental equipment and instruments normally used in the workplace to carry out the dental disciplines of periodontics, endodontics, restorative dentistry, oral surgery, prosthetics, orthodontics and exotic animal dentistry
• registered veterinary dental specialists who perform advanced or specialist veterinary dentistry procedures
• patients and clients requiring advanced and specialist dental procedures
• relevant clinic policies and procedures, including OHS
• relevant codes of practice and legislation
• patient records including dental charts.

**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated by providing veterinary dental nursing support in an extensive range of advanced veterinary dental surgery cases on a regular basis over a period of time.

The skills and knowledge required to provide veterinary dental nursing support for advanced veterinary dental surgery must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a veterinary clinic / hospital, or a specialist or referral veterinary dental clinic / hospital where a registered veterinary dental specialist performs advanced veterinary dentistry procedures.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary clinic or hospital or a specialist or referral veterinary dental clinic or hospital where registered veterinary dental specialists perform advanced veterinary dentistry procedures.

There must be access in this situation to the appropriate dental equipment, instruments and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (2) be applied?**
   
   Through discussion with dental veterinarians and other clinic staff.

2. **How can information be collected, analysed and organised (2)?**
   
   By maintaining records on patient’s progress and anaesthetic levels.
3 How are activities planned and organised (3)?
By scheduling dental theatre and maintenance routines.

4 How can teamwork (3) be applied?
By working with other clinic staff to complete advanced veterinary dental procedures.

5 How can the use of mathematical ideas and techniques (2) be applied?
By calculating dose rates, monitoring vital signs and calibrating equipment.

6 How can problem-solving skills (2) be applied?
By responding to animal reactions and inappropriate anaesthesia levels.

7 How can the use of technology (2) be applied?
By using equipment to administer anaesthetic and complete dental procedures.

Are there other units of competency that could be assessed with this one?

*Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.*

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RUV4610A Carry out veterinary dental nursing procedures *(direct relationship)*
RUV5603A Produce veterinary dental oral cavity radiographs *(must be completed prior to undertaking this unit of competency)*
RUV5605A Prepare for emergency response

This unit of competency covers the process of setting up the environment for specific cases and emergencies and preparing an emergency station and personnel for response to emergency and critical care situations. It includes assisting in establishing protocols that guide physical and mental preparedness training, team-response training and performance efficiency.

Examples of emergency and critical care procedures include medical emergencies; trauma, including road traffic accident, chest, abdominal, head and respiratory; surgical (thoracic and abdominal); haematological (disseminated intravascular coagulopathy), resulting in blood transfusions; septic (systemic inflammatory response syndrome), relating to organ dysfunction; toxin recognition and management of topical and ingested toxins; and advanced critical care and intensive care monitoring (post-surgical).

This unit is specifically designed for nurses who work in a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and critical care procedures are performed.

Preparing for emergency response requires access to a veterinary hospital or emergency / specialist veterinary clinic where emergency and specialised critical care procedures are performed; veterinarians who perform emergency and specialised critical care procedures; patients and clients requiring emergency and specialised critical care surgery, nursing and discharge; and the equipment, instruments and resources required to perform emergency and specialised critical care procedures. To ensure consistency in one’s performance, competency should be demonstrated by preparing for an extensive range of emergency responses, performing emergency procedures to sustain life and providing nursing support for critical care surgery for an extensive range of emergency and specialised critical care cases on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for emergency response</td>
<td>1.1 Equipment, personnel and the environment for specific emergency scenarios are prepared and tested for viability and performance.</td>
</tr>
<tr>
<td></td>
<td>1.2 Critical care team is provided with clear policies and procedures for emergencies.</td>
</tr>
<tr>
<td></td>
<td>1.3 Practice drills for the critical care team are provided for all clinic staff.</td>
</tr>
</tbody>
</table>
1.4 In-house **training sessions** are prepared and delivered using clinic policies and procedures.

1.5 State of preparedness is maintained for emergency response.

2 Assist with the preparation of emergency and critical care protocols

2.1 Assessment of systems is conducted, including **occupational health and safety** (OHS) requirements, and a performance appraisal is recorded.

2.2 Improved response procedures are developed in consultation with the supervising veterinarian.

2.3 Clinic policies and procedures for the treatment of emergencies are developed in consultation with the supervising veterinarian.

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**Range of Variables**

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<table>
<thead>
<tr>
<th>Which equipment and resources must be included in an emergency response?</th>
<th>Respiratory resuscitation equipment, CPR equipment, monitors, mobile crash trolleys, wall charts, blood components, fluids, restraints (physical and chemical) and antidotes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may be included in training sessions?</td>
<td>Simulated emergency situations, drill sessions, triage protocols, team building activities and role instructions.</td>
</tr>
<tr>
<td>What type of OHS issues would be relevant in this context?</td>
<td>Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.</td>
</tr>
<tr>
<td>Evidence Guide</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>What are the critical aspects of evidence required for this unit of competency as a whole?</strong></td>
<td></td>
</tr>
<tr>
<td>The critical requirements that are valuable for this unit of competency as a whole are listed below. Assessment must confirm one’s ability to:</td>
<td></td>
</tr>
<tr>
<td>• organise self, clinic personnel and necessary resources for the emergency work environment</td>
<td></td>
</tr>
<tr>
<td>• instruct clinic personnel in mental and physical preparedness for emergencies</td>
<td></td>
</tr>
<tr>
<td>• develop practical and efficient work protocols in consultation with supervising veterinarian and others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include advanced working knowledge of:</td>
</tr>
<tr>
<td>• critical care procedures</td>
</tr>
<tr>
<td>• equipment and resources required in an emergency station</td>
</tr>
<tr>
<td>• drugs and their administration</td>
</tr>
<tr>
<td>• resuscitation procedures and practices</td>
</tr>
<tr>
<td>• animal physiology and anatomy</td>
</tr>
<tr>
<td>• fluid therapy</td>
</tr>
<tr>
<td>• radiographic and imaging routines</td>
</tr>
<tr>
<td>• emergency situations that may result from specific clinical conditions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
</tr>
<tr>
<td>• ability to coordinate a team in an emergency environment</td>
</tr>
<tr>
<td>• ability to respond to emergency situations that may result from specific clinical conditions</td>
</tr>
<tr>
<td>• ability to apply and monitor anaesthesia, fluid therapy and radiographic and imaging routines relating to emergency and critical care routines</td>
</tr>
</tbody>
</table>
- literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly
- written skills to prepare emergency and critical care protocols
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and calculate adequate supplies within emergency station
- oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
- numeracy skills to test emergency equipment.

<table>
<thead>
<tr>
<th>What are the specific resource implications for this unit of competency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For valid assessment, one <strong>must</strong> have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in <em>preparing for emergency response</em>. One <strong>must</strong> also have access to the resources listed below that include:</td>
</tr>
<tr>
<td>• a veterinary hospital or emergency / specialist veterinary clinic where emergency and specialised critical care procedures are performed</td>
</tr>
<tr>
<td>• equipment, facilities and instruments used to carry out emergency and critical care procedures including respiratory resuscitation equipment, CPR equipment, monitors, prescribed medicines, mobile crash trolleys, wall charts, blood components, fluids, restraints (physical and chemical) and antidotes</td>
</tr>
<tr>
<td>• relevant clinic policies and procedures, including OHS</td>
</tr>
<tr>
<td>• relevant codes of practice and legislation</td>
</tr>
<tr>
<td>• personal protective clothing and equipment.</td>
</tr>
</tbody>
</table>
**What considerations should there be for consistency in performance?**

To ensure consistency in one’s performance, competency should be demonstrated by preparing for an extensive range of emergency responses on a regular basis over a period of time.

The skills and knowledge required to prepare for emergency response must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and critical care procedures are performed.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and specialised critical care procedures are performed.

There must be access in this situation to the appropriate emergency and specialised critical care equipment and / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. **How can communication of ideas and information (3) be applied?**
   Through discussion of emergency procedures with emergency and critical personnel.

2. **How can information be collected, analysed and organised (3)?**
   By determining emergency station requirements and personnel needs.

3. **How are activities planned and organised (3)?**
   By scheduling the training of station personnel and practice drills.

4. **How can teamwork (3) be applied?**
   By working with staff to achieve preparedness for an emergency.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   By calculating supply requirements for the emergency station.
6 How can **problem-solving skills (3)** be applied?  
By using personnel efficiently during an emergency.

7 How can the **use of technology (2)** be applied?  
By measuring and recording supplies.

Are there other units of competency that could be assessed with this one?

*Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.*

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

- RUV4613A Develop and implement specific clinic policies
RUV5606A Perform emergency procedures to sustain life

This unit of competency covers the process of responding with urgency to perform pre-hospital evaluations, applying and maintaining first aid to sustain life, and carrying out triage procedures for emergency and specialised critical care cases. The unit requires the ability to communicate clearly with veterinarians and maintain accurate records.

Examples of emergency and critical care procedures include medical emergencies; trauma, including road traffic accident, chest, abdominal, head and respiratory; surgical (thoracic and abdominal); haematological (disseminated intravascular coagulopathy), resulting in blood transfusions; septic (systemic inflammatory response syndrome), relating to organ dysfunction; toxin recognition and management of topical and ingested toxins; and advanced critical care and intensive care monitoring (post-surgical).

This unit is specifically designed for nurses who work in a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and critical care procedures are performed.

Performing emergency procedures to sustain life requires access to a veterinary hospital or emergency / specialist veterinary clinic where emergency and specialised critical care procedures are performed; veterinarians who perform emergency and specialised critical care procedures; patients and clients requiring emergency and specialised critical care surgery, nursing and discharge; and the equipment, instruments and resources required to perform emergency and specialised critical care procedures. To ensure consistency in one’s performance, competency should be demonstrated by preparing for an extensive range of emergency responses, performing emergency procedures to sustain life and providing nursing support for critical care surgery for an extensive range of emergency and specialised critical care cases on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perform pre-hospital evaluation</td>
</tr>
<tr>
<td>1.1</td>
<td>Immediate patient history is established with client.</td>
</tr>
<tr>
<td>1.2</td>
<td><strong>Emergency first aid advice</strong> for the patient is communicated clearly to the client.</td>
</tr>
<tr>
<td>1.3</td>
<td><strong>Transportation advice</strong> and the clinic location are communicated clearly to the client.</td>
</tr>
</tbody>
</table>
2 Apply and maintain first aid to sustain life

2.1 Emergency procedures are applied as required in accordance with patient needs and occupational health and safety (OH&S) requirements.

2.2 Relevant procedures for haemorrhage control are applied according to patient needs.

3 Perform initial evaluation

3.1 Patient evaluation is conducted initially from a distance.

3.2 Patient evaluation is conducted on approach from a rostral direction.

4 Carry out triage procedures and stabilise patient under veterinarian direction

4.1 Parameters of triage are evaluated in line with relevant clinic policies.

4.2 Specific emergency and critical care nursing assistance is provided as directed by the veterinarian.

5 Complete history and secondary survey

5.1 Detailed patient history is confirmed with client records.

5.2 Patient status is re-evaluated on admission in consultation with the veterinarian.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What pre-hospital evaluation advice may be provided? The need for appropriate handling and transportation in line with the animal’s injuries.

What may be included as part of emergency first aid advice? Advice may relate to performing mouth to nose resuscitation and chest compressions; applying direct digital pressure or pressure bandages; leaving penetrating foreign bodies; supporting fractures; clearing airway; identifying poison evidence from such things as snakes, toads, ticks, rat bait, snail bait, flea collars and organophosphate pesticides; giving fluids for caustic ingestion; and responding to hyperthermia and hypothermia, gastric dilation volvulus and torsion, burns and scalds, dystocia and convulsions.

What sort of transportation advice may be provided? Transportation advice may include advice on immobilisation of limbs and of patient; suppression of haemorrhage; ocular support (maintenance of hydration); and strategies to avoid bites and scratches.

What type of first aid may be used to sustain life? Respiratory resuscitation procedures and CPR.
What type of OHS issues would be relevant in this context?

Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks.

Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion.

The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained.

Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps.

Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation.

<table>
<thead>
<tr>
<th>What is meant by haemorrhage control procedures?</th>
<th>The use of digital pressure and pressure bandages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is included in patient evaluation?</td>
<td>Airway and breathing status, cardiovascular function, bleeding, capillary refill time, mucous membrane colour, pulses, heart rate, level of consciousness, hydration status, temperature and pupillary light reflex.</td>
</tr>
<tr>
<td>What is the purpose of triage procedures?</td>
<td>To establish the condition of each patient and the priority of attention and treatment.</td>
</tr>
<tr>
<td>What type of assistance may be provided as part of specific emergency and critical care nursing assistance?</td>
<td>Assistance with open-chest cardiac massage, assistance with defibrillation and assistance with tracheostomy procedure.</td>
</tr>
</tbody>
</table>

### Evidence Guide

**What are the critical aspects of evidence required for this competency standard?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- handle a range of emergency patients competently over a period of time
- identify and perform triage accurately to prioritise patients
- observe accurately and report concisely on animal condition and health to the veterinarian
- work under pressure
- provide clear and concise directions to personnel and clear and concise advice to clients
- apply industry-standard first aid procedures to sustain life.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include advanced working knowledge of:</td>
</tr>
<tr>
<td>- animal first aid techniques</td>
</tr>
<tr>
<td>- handling techniques for trauma patients</td>
</tr>
<tr>
<td>- client counselling techniques (including grief counselling)</td>
</tr>
<tr>
<td>- triage procedures</td>
</tr>
<tr>
<td>- the relative urgency of common disease versus trauma incidents</td>
</tr>
<tr>
<td>- common symptoms of poisoning and clinical disease</td>
</tr>
<tr>
<td>- anaesthesia and anaesthetic agents</td>
</tr>
<tr>
<td>- fluid therapy</td>
</tr>
<tr>
<td>- radiographic and imaging routines</td>
</tr>
<tr>
<td>- emergency situations that may result from specific clinical conditions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include:</td>
</tr>
<tr>
<td>- ability to provide caring grief support</td>
</tr>
<tr>
<td>- rapport with animals</td>
</tr>
<tr>
<td>- ability to work as a member of a team and work closely with the supervising veterinarian</td>
</tr>
<tr>
<td>- ability to recognise, respond to and assist with emergencies</td>
</tr>
<tr>
<td>- ability to apply and monitor anaesthesia, fluid therapy and radiographic and imaging routines relating to emergency and critical care routines</td>
</tr>
<tr>
<td>- ability to nurse critically ill patients</td>
</tr>
</tbody>
</table>
literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly

interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views

numeracy skills to monitor patients’ vital signs and fluid therapy and to calculate dosages

problem-solving skills to use available resources and evaluate patient needs.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in performing emergency procedures to sustain life. One must also have access to the resources listed below that include:

- a veterinary hospital or emergency / specialist veterinary clinic where emergency and specialised critical care procedures are performed
- equipment and instruments normally used to carry out emergency and specialised critical care procedures
- veterinarians who perform emergency and critical care procedures
- a range of animals that may require emergency and specialised critical care
- relevant clinic policies and procedures, including OHS
- relevant codes of practice and legislation
- personal protective clothing and equipment.
What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated by performing emergency procedures to sustain life for an extensive range of emergency cases on a regular basis over a period of time.

The skills and knowledge required to perform emergency procedures to sustain life must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and critical care procedures are performed.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and specialised critical care procedures are performed.

There must be access in this situation to the appropriate emergency and specialised critical care equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (3) be applied?
   With clients, supervising veterinarians and animal owners.

2 How can information be collected, analysed and organised (3)?
   Through analysis of patients’ symptoms and histories.

3 How are activities planned and organised (3)?
   Through the implementation of emergency procedures.

4 How can teamwork (3) be applied?
   By working with others to carry out triage practices and expedite veterinary treatment.

5 How can the use of mathematical ideas and techniques (2) be applied?
   By measuring dosage rates and monitoring vital signs.
### RUV5606A Perform emergency procedures to sustain life

6. **How can problem-solving skills (3) be applied?**
   - By identifying patient requirements in an emergency situation.

7. **How can the use of technology (2) be applied?**
   - By using equipment to sustain life and monitor vital signs.

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**Are there other units of competency that could be assessed with this one?**

*Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.*

This unit of competency *could* be assessed on its own or in combination with other competencies relevant to the job function, for example:

- RUV5607A Provide nursing support for critical care surgery
**RUV5607A Provide nursing support for critical care surgery**

This unit of competency covers the process of preparing for critical care surgery and supporting the veterinarian during critical care surgery. Critical care nursing skills will be applied post-surgery and a patient (animal) care plan will be devised in conjunction with the veterinarian.

Examples of emergency and critical care procedures include medical emergencies; trauma, including road traffic accident, chest, abdominal, head and respiratory; surgical (thoracic and abdominal); haematological (disseminated intravascular coagulopathy), resulting in blood transfusions; septic (systemic inflammatory response syndrome), relating to organ dysfunction; toxin recognition and management of topical and ingested toxins; and advanced critical care and intensive care monitoring (post-surgical).

This unit is specifically designed for nurses who work in a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and critical care procedures are performed.

Providing nursing support for critical care surgery requires access to a veterinary hospital or emergency / specialist veterinary clinic where emergency and specialised critical care procedures are performed; veterinarians who perform emergency and specialised critical care procedures; patients and clients requiring emergency and specialised critical care surgery, nursing and discharge; and the equipment, instruments and resources required to perform emergency and specialised critical care procedures. To ensure consistency in one’s performance, competency should be demonstrated by preparing for an extensive range of emergency responses, performing emergency procedures to sustain life and providing nursing support for critical care surgery for an extensive range of emergency and specialised critical care cases on a regular basis over a period of time.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions in this unit involve the identification and application of knowledge and skills to a wide variety of contexts with substantial depth in some areas. One would be expected to evaluate information using it to forecast for planning or research purposes, take responsibility for one’s own outputs and have limited responsibility for the achievement of group outcomes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare for <strong>critical care surgical patient</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Patient’s <strong>special requirements</strong> are identified and made available for surgery.</td>
</tr>
<tr>
<td>1.2</td>
<td>Surgical and monitoring equipment is prepared in accordance with <strong>occupational health and safety</strong> (OHS) and clinic policies and procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Monitor patient from induction to recovery</td>
</tr>
<tr>
<td>2.1</td>
<td>Assistance for induction is provided to veterinarian.</td>
</tr>
</tbody>
</table>
2.2 Anaesthetic is continuously monitored and data is recorded.

2.3 **Vital signs** are **monitored** constantly from induction to recovery and abnormal signs are responded to in accordance with clinic policies.

2.4 **Analgesia** is administered and response is monitored under veterinarian supervision.

2.5 Specific **emergency procedures** are applied as directed by the veterinarian.

2.6 Specific **surgical operating support** is provided in response to the veterinarian’s requirements.

3 Collect blood and administer blood and blood products

3.1 Blood type is identified, sourced and/or collected, and stored in accordance with clinic policies.

3.2 Blood and/or blood products are prepared and administered in accordance with clinic policies.

3.3 Adverse reactions to transfusions are recognised and treated in accordance with the veterinarian’s advice.

4 Provide critical care nursing

4.1 Patient short-term positioning, environment, medication, nutrition and nursing care are determined in consultation with the veterinarian.

4.2 **Patient care plan** including all relevant aspects of treatment and care is developed in conjunction with the veterinarian.

4.3 Intensive nursing care is provided and the patient is monitored in accordance with the patient plan, clinic policies and OHS requirements.

4.4 Veterinarian is regularly consulted on the patient’s progress.

5 Discharge patient

5.1 **Transportation procedures** are implemented for the critical care patient in line with clinic policies and OHS requirements.

5.2 Patient is prepared for transport within the clinic and for external transport.

5.3 Instructions are provided to the client regarding the **patient’s care requirements** in the home environment.

5.4 History, records and veterinarian’s report are collated and presented to the client.
5.5 Client is instructed on the delivery of **referral documentation** to their regular practitioner.

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

<p>| What type of <strong>critical care surgical</strong> procedures may patients be presented for? | Gastric dilation volvulus, thoracotomy, exploratory laparotomy, evisceration, eye prolapse, wounds involving penetrating foreign bodies and drastic and/or life-threatening wounds. |
| What are examples of <strong>special requirements</strong>? | Specific induction and maintenance drugs, intermittent positive pressure ventilation during open chest procedures and the administration of blood and blood products. |
| What type of <strong>OHS</strong> issues would be relevant in this context? | Animal care for small, large and exotic animals has a range of associated risks from bites, kicks or scratches. All clinic duties should reflect an awareness of and a respect for these risks. Safe work practices include the packaging and handling of loads, including animals and equipment. Appropriate safe handling techniques are used to reduce muscle load on exertion. The handling of chemicals and medicines in the clinic requires extra care to ensure safe work practices are maintained. Clinic activities also have inherent risks including gas leakages, zoonoses, release of infective agents (both animal and human), needle pricks and cuts from other sharps. Biological hazardous waste and sharps disposal must be carried out in line with relevant OHS legislation. |
| What may be included in <strong>monitoring vital signs</strong> and what instruments may be used? | Respiration, pulse and stimulation response, mucous membrane colour, renal function, capillary response time, central venous pressure, femoral pulse, Doppler blood pressure, blood gas analysis, heart rate, chest auscultation, thermo-regulation and pupillary light reflex. Monitoring vital signs may include the use of ECG, pulse oximeters, capnographs and oesophageal stethoscopes. |</p>
<table>
<thead>
<tr>
<th>What are examples of <strong>analgesia</strong>?</th>
<th>Analgesics may include the provision of pre-emptive analgesia, intraoperative analgesia and postoperative analgesia. Analgesics administered by the veterinarian or under veterinary supervision may include non-steroidal anti-inflammatory, narcotics and other analgesics and opiate antagonists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sort of <strong>emergency procedures</strong> may be included?</td>
<td>Emergency anaesthetic procedures may include artificial and assisted respiration, and administration of life support techniques and medicines. Other emergency procedures may include response to anaesthetic recovery / shock complications with particular attention to transport to recovery ward, positioning of patient, revision of fluid therapy plan and supervision of anaesthetic monitoring equipment.</td>
</tr>
<tr>
<td>What types of <strong>surgical operating support</strong> may be provided?</td>
<td>Operating support may include maintaining arterial lines, central lines, jugular catheters, peripheral intravenous catheters, urinary catheters, central feeding apparatus and endotracheal tubes, tracheostomy tubes and thoracic or other drains.</td>
</tr>
<tr>
<td>What may be included in <strong>critical care nursing</strong>?</td>
<td>The monitoring of vital signs and recognition of abnormal vital signs; placement and care of catheters, chest and other drains and tracheostomy tubes; fluid therapy; oxygen therapy; and monitoring urinary output.</td>
</tr>
<tr>
<td>What is included in a <strong>patient care plan</strong>?</td>
<td>Consideration of environmental conditions, housing, nutrition, physiotherapy, equipment, psychological factors and the need for analgesia and medication.</td>
</tr>
<tr>
<td>What may be included as <strong>postoperative procedures</strong>?</td>
<td>Monitoring the animal prior to release, advising the owner in line with veterinarian’s instructions about administering medicine and the general care of the animal and follow up treatment or visits.</td>
</tr>
<tr>
<td>Why may a patient be <strong>discharged</strong>?</td>
<td>For transfer to another clinic, specialised treatment or home.</td>
</tr>
<tr>
<td>What may be included in <strong>transportation procedures</strong>?</td>
<td>Intravenous fluid line maintenance, wound management, respiration monitoring, limb support, feed and water, blanket stretcher, trolley and restraint.</td>
</tr>
<tr>
<td>What may be included in <strong>patient care requirements</strong>?</td>
<td>Wound and dressing management, administration of medication, anticipated physical and psychological behaviour, bedding, exercise, environment, nutrition, cast care and consultation with regular practitioner.</td>
</tr>
<tr>
<td>What are examples of <strong>referral documents</strong>?</td>
<td>Diagnostic reports, radiographs, clinic pathological results, blood chemistry, haematology and other tests.</td>
</tr>
</tbody>
</table>
### Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one’s ability to:

- prepare animals correctly for critical care surgery
- monitor animals’ vital signs during anaesthesia through to recovery
- recognise abnormal vital signs
- recognise, respond to and assist with emergencies
- demonstrate empathy with animals
- administer blood and blood products
- work in a team and closely with the supervising veterinarian
- communicate patient needs clearly to clients and transporting agents
- record and retrieve patient histories effectively in cases of client referral
- provide comprehensive nursing support for critically ill patients.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include advanced working knowledge of:

- animal anatomy and physiology
- critical care anaesthetic and surgery procedures
- commonly used anaesthetics including injectable and gaseous compounds
- anaesthetic agents, planes and stages of anaesthesia and anaesthesia equipment
- dangers related to exposure to anaesthetic agents
- the relative urgency of common disease versus trauma incidents
- symptoms of common poisoning and clinical disease
- fluid therapy
- radiographic and imaging routines
• emergency situations that may result from specific clinical conditions
• critical care and intensive nursing routines
• emergency procedures
• sterilisation techniques including a good working knowledge of the operation of autoclaves and an awareness of alternative sterilisation techniques including gamma irradiation, ethylene oxide and chemical sterilisation and their associated health hazards
• legislative requirements in respect to drugs and poisons
• range of instruments required in both the theatre and preparation areas
• blood, blood types and blood product transfusions
• clinical signs of shock
• the maintenance of adequate housing and nutrition
• best-practice psychological procedures for animal care
• standard physiotherapy treatments for animals
• transportation procedures
• the requirements for referral documentation
• where and how to access relevant patient records
• after care requirements including medication, wound management, nutrition, exercise and environment.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include:

• ability to perform artificial respiration techniques
• ability to administer medications by intravenous means including use of fluid pumps and syringe infusers
• ability to record chemicals and medicines in the clinic according to prescribed legislative requirements
• ability to monitor, clean and sterilise surgical equipment as required
• keen observation skills
• ability to accurately monitor, record and recognise abnormal vital signs
• ability to administer blood and blood products
• ability to perform emergency cardiopulmonary techniques
• ability to maintain accurate records
• ability to demonstrate empathy with animals
• ability to identify blood types
• ability to administer blood and blood products
• ability to place catheters correctly
• ability to maximise patient care when preparing for and during transport
• ability to nurse critically ill patients
• literacy skills to read, select and implement policies and procedures including OHS, infection control and other clinic policies and procedures; coordinate patient admission and discharge; implement sequenced written and oral instructions; and record patient details accurately and legibly
• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
• oral communication skills / language competence required to fulfil the job role as specified by the clinic including negotiating and questioning techniques, active listening, asking for clarification from veterinarian, acknowledging and responding to a range of views
• numeracy skills to monitor patients’ vital signs
• problem-solving skills to use available resources and anticipate veterinarians’ requirements.

What are the specific resource implications for this unit of competency?

For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in providing nursing support for critical care surgery. One must also have access to the resources listed below that include:

• a veterinary hospital or emergency / specialist veterinary clinic where emergency and critical care procedures are performed
• equipment and instruments normally used to carry out critical care procedures
• veterinarians who perform emergency and critical care procedures
• a range of animals requiring critical care surgery, nursing and discharge
• relevant clinic policies and procedures, including OHS
• relevant codes of practice and legislation
• personal protective clothing and equipment.

What considerations should there be for consistency in performance?

To ensure consistency in one’s performance, competency should be demonstrated by providing nursing support for critical care surgery for an extensive range of emergency cases on a regular basis over a period of time.

The skills and knowledge required to provide nursing support for critical care surgery must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within a veterinary hospital or emergency / specialist veterinary clinic where an extensive range of emergency and critical care procedures are performed.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a veterinary hospital or an emergency or specialist veterinary clinic where an extensive range of emergency and specialised critical care procedures are performed.

There must be access in this situation to the appropriate emergency and specialised critical care equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1 How can communication of ideas and information (3) be applied?
With clinic personnel, supervising veterinarian and animal owners.

2 How can information be collected, analysed and organised (2)?
By identifying patient history and special requirements prior to critical care surgery.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How are activities planned and organised (3)?</td>
<td>By implementing clinic policies and procedures during critical care surgery.</td>
</tr>
<tr>
<td>4</td>
<td>How can teamwork (3) be applied?</td>
<td>By working with others during critical care surgery.</td>
</tr>
<tr>
<td>5</td>
<td>How can the use of mathematical ideas and techniques (2) be applied?</td>
<td>By monitoring vital signs and measuring dosages.</td>
</tr>
<tr>
<td>6</td>
<td>How can problem-solving skills (2) be applied?</td>
<td>By responding appropriately to life-threatening situations.</td>
</tr>
<tr>
<td>7</td>
<td>How can the use of technology (2) be applied?</td>
<td>By using equipment to monitor vital signs and sustain life.</td>
</tr>
</tbody>
</table>

**Are there other units of competency that could be assessed with this one?**

*Competency in all units within the Certificate IV in Veterinary Nursing must be demonstrated prior to undertaking this unit.*

RU4605A Carry out surgical nursing routines provides underpinning knowledge and skills for this unit.

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RU5606A Perform emergency procedures to sustain life.
## Imported units of competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN305A</td>
<td>Organise workplace information</td>
<td>815</td>
</tr>
<tr>
<td>BSBCMN405A</td>
<td>Analyse and present research information</td>
<td>821</td>
</tr>
<tr>
<td>BSBFLM304A</td>
<td>Participate in work teams</td>
<td>828</td>
</tr>
<tr>
<td>BSBFLM309A</td>
<td>Support continuous improvement systems and processes</td>
<td>833</td>
</tr>
<tr>
<td>BSBFLM404A</td>
<td>Lead work teams</td>
<td>839</td>
</tr>
<tr>
<td>BSBSBM403A</td>
<td>Promote the business</td>
<td>845</td>
</tr>
<tr>
<td>BSBSBM405A</td>
<td>Monitor and manage business operations</td>
<td>850</td>
</tr>
<tr>
<td>BSBSBM407A</td>
<td>Manage a small team</td>
<td>856</td>
</tr>
<tr>
<td>BSZ404A</td>
<td>Train small groups</td>
<td>862</td>
</tr>
<tr>
<td>LGAEHRR304A</td>
<td>Operate and maintain council pound facilities</td>
<td>869</td>
</tr>
<tr>
<td>LGAPLEM405A</td>
<td>Provide assistance in carrying out building inspections</td>
<td>872</td>
</tr>
<tr>
<td>PMLDATA300A</td>
<td>Process and record data</td>
<td>876</td>
</tr>
<tr>
<td>PMLMAIN300A</td>
<td>Maintain the laboratory fit for purpose</td>
<td>883</td>
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<tr>
<td>PMLTEST300A</td>
<td>Perform basic tests</td>
<td>890</td>
</tr>
<tr>
<td>PMLTEST301A</td>
<td>Perform biological laboratory procedures</td>
<td>895</td>
</tr>
<tr>
<td>PMLTEST303A</td>
<td>Prepare working solutions</td>
<td>902</td>
</tr>
<tr>
<td>PMLTEST305A</td>
<td>Perform aseptic techniques</td>
<td>908</td>
</tr>
<tr>
<td>PSPGOV404A</td>
<td>Develop and Implement Work Unit Plans</td>
<td>914</td>
</tr>
<tr>
<td>PSPPM401A</td>
<td>Develop a Project</td>
<td>917</td>
</tr>
<tr>
<td>PSPREG404A</td>
<td>Investigate Non-Compliance with Legislation</td>
<td>921</td>
</tr>
<tr>
<td>PSPREG405A</td>
<td>Act on Non-Compliance</td>
<td>925</td>
</tr>
<tr>
<td>RTC2704A</td>
<td>Provide basic first aid</td>
<td>928</td>
</tr>
<tr>
<td>RTC3310A</td>
<td>Operate specialised machinery and equipment</td>
<td>931</td>
</tr>
<tr>
<td>RTD2101A</td>
<td>Apply animal trapping techniques</td>
<td>937</td>
</tr>
<tr>
<td>RTD3125A</td>
<td>Respond to wildlife emergencies</td>
<td>943</td>
</tr>
<tr>
<td>RTD4402A</td>
<td>Define the pest problem in a local area</td>
<td>949</td>
</tr>
<tr>
<td>RTD4406A</td>
<td>Implement pest management action plans</td>
<td>954</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate Retail Equipment</td>
<td>960</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate Retail Information Technology Systems</td>
<td>965</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply Point of Sale Handling Procedures</td>
<td>971</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance Register/Terminal</td>
<td>977</td>
</tr>
<tr>
<td>WRR11B</td>
<td>Perform Stock Control Procedures</td>
<td>982</td>
</tr>
<tr>
<td>WRRM3B</td>
<td>Coordinate Merchandise Presentation</td>
<td>988</td>
</tr>
<tr>
<td>WRO1B</td>
<td>Manage Merchandise and Store Presentation</td>
<td>993</td>
</tr>
<tr>
<td>WRO5B</td>
<td>Control Inventory</td>
<td>1000</td>
</tr>
</tbody>
</table>
BSBCMN305A Organise workplace information

Unit Descriptor
This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation’s work processes and information management systems.

This unit is related to BSBCMN206A Process and maintain workplace information, BSBCMN212A Handle mail and BSBCMN405A Analyse and present research information. Consider co-assessment with BSBCMN306A Produce business documents.

Competency Field Common

Element Performance Criteria
1. Collect and assess information
   1.1 Information held by the organisation on products and services is assessed for accuracy and relevance to organisational requirements
   1.2 Methods of collecting information are reliable and make efficient use of available time and resources
   1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options
   1.4 Information collection is participative and uses appropriate interpersonal skills to access relevant data from individuals and team members
   1.5 Appropriate interpersonal skills are used to access relevant information from individuals and teams

2. Organise information
   2.1 Information is organised in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements
   2.2 Business equipment/technology is used to maintain information in accordance with organisational requirements
   2.3 Information and materials are collated and communicated to relevant designated persons
   2.4 Difficulties organising and accessing information are identified and solved collaboratively with individuals and team members
   2.5 Information is updated and stored in accordance with organisational requirements

3. Review information needs
   3.1 Feedback on sufficiency of information is actively sought to ensure relevance of information in accordance with organisational requirements
Element | Performance Criteria
--- | ---
3.2 | Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented
3.3 | Future information needs are identified and incorporated in modifications to collection processes
3.4 | Future information needs are documented and incorporated in modifications to reporting processes

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Information held by the organisation may include:
- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- financial figures
- production targets

Organisational requirements may include:
- quality assurance and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
## Range Statement

### Methods used to collect information may include:
- interviews with colleagues/customers
- recruitment applications and other forms
- classification tools
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

### Interpersonal skills may include:
- using appropriate body language
- summarising and paraphrasing
- networking
- consultation methods, techniques and protocols
- seeking feedback from group members to confirm understanding

### Suitable format of information may include:
- using tables and charts
- using a particular software application
- incorporating graphics and pictures
- adding headers and footers
- use of legends
- inserting symbols

### Business equipment/technology may include:
- photocopier
- computer
- email
- internet/extranet/intranet
- shredder
- answering machine
- fax machine
- telephone

### Designated persons may include:
- supervisor
- clients
- colleagues
- external agencies
- committee
Range Statement

- line management
- statutory bodies

Feedback on sufficiency of information could be obtained from:
- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Providing accurate information for defined purposes
- Maintaining and handling data and documents systematically
- Checking and reviewing data for relevance and accuracy
- Presenting information and data clearly
- Identifying and complying with organisational requirements
- Using business technology to manage information

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation’s business and structure
- Knowledge of organisation’s record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Methods for checking that decisions are consistent with available information
- Knowledge of safe record keeping procedures
- Understanding methods for checking the validity of information and its sources
- Knowledge of preparing and planning documentation
- Principles of interpersonal communication
Evidence Guide

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Planning skills to organise work priorities and arrangements
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task; display information in a format suitable to the target audience
- Writing and speaking skills to communicate advice and information effectively
- Analytical skills to classify and report information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
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<td>Level 2</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to store and despatch information
- Communicating ideas and information – with members of the work team
- **Planning and organising activities** – for collating and filing information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in filing information
- **Solving problems** – to store and despatch information
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
### BSBCMN405A Analyse and present research information

**Unit Descriptor**
This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.

This unit is related to BSBCMN305A Organise workplace information and BSBCMN306A Produce business documents.

**Competency Field** Common

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Gather and organise information | 1.1 *Information* is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with *organisational requirements*
| | 1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements
| | 1.3 *Methods of collecting information* are reliable and make efficient use of resources in accordance with organisational requirements
| | 1.4 *Business technology* is used to access, organise and monitor information in accordance with organisational requirements
| | 1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements
| 2. Research and analyse information | 2.1 *Objectives of research* are clearly defined and consistent with organisational requirements
| | 2.2 Data used in research is valid and relevant to research purposes
| | 2.3 *Research strategies* are appropriate to the requirements of the research and make efficient use of available resources
| | 2.4 *Methods of data analysis* are reliable and suitable to research purposes
| | 2.5 Assumptions used in analyses are clear, justified and consistent with research objectives
| | 2.6 Conclusions are supported by evidence and contribute to the achievement of *business objectives*
| 3. Present information | 3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology
| | 3.2 Structure and format of reports are clear and conform to organisational requirements
Element | Performance Criteria
--- | ---
3.3 | Research findings are reported and distributed in accordance with organisational requirements
3.4 | Feedback and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Information may include:**
- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- information on training needs
- marketing reports/plans/budgets
- financial figures
- production targets
Range Statement

**Organisational requirements may include:**
- quality assurances and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
- goals, objectives, plans, systems and processes
- business and performance plans
- anti-discrimination and related policy
- ethical standards
- defined resource parameters

**Methods used to collect information may include:**
- interviews with colleagues/customers
- recruitment applications and other forms
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

**Business technology may include:**
- photocopier
- computer
- email
- internet/extranet/intranet
- answering machine
- fax machine
- telephone
Range Statement

Objectives of research may include:
- hypothesis testing
- situational diagnosis
- identification of trends
- process mapping
- comparative analysis
- industry pricing policies

Research strategies may include:
- interviewing colleagues and clients
- focus groups
- data analysis
- product sampling
- documentation reviews

Methods of data analysis may include:
- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis

The organisation’s goals and objectives may be:
- stated or implied by the way the organisation conducts its business including:
  - organisational values and behaviours
  - flexibility, responsiveness
  - financial performance
  - work procedures and/or procedures manuals
  - people management
  - interpersonal communication
  - business planning
  - marketing and customer service
  - organisational values and behaviours
  - work procedures and quality assurance manuals

Feedback on sufficiency of information could be obtained from:
- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues
Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Presenting information and data
- Maintaining and handling data and documents systematically
- Reviewing data for relevance and accuracy
- Analysing and interpreting data to support organisational activities
- Distributing information in an effective manner to gain access to a wider audience
- Clarifying assumptions to assess validity of conclusions

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation’s business and structure
- Knowledge of organisation’s record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Understanding methods to identify new sources of information and use them most efficiently and effectively
- Knowledge of procedures to analyse information to identify patterns and trends
- Understanding of qualitative and quantitative processes
- Knowledge of information management systems and methods
- Knowledge of principles of report writing and data presentation
- Understanding of research processes and strategies
Evidence Guide

Underpinning Skills

- Literacy skills to draft complex correspondence and reports, display logical information; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to present information according to target audience; assess information for relevance and accuracy; source additional information as required
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task
- Research skills to identify and access information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

• Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

**NB:** These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


• **Collecting, analysing and organising information** – to prepare and present information

• **Communicating ideas and information** – with members of the work team

• **Planning and organising activities** – for preparing and presenting information

• **Working with teams and others** – in completing scheduled tasks

• **Using mathematical ideas and techniques** – to analyse data

• **Solving problems** – to present information

• **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
### BSBFLM304A Participate in work teams

#### Unit Descriptor
This unit is equivalent to the original unit BSXFLM304A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines. Consider co-assessment with BSBFLM302A Support leadership in the workplace, BSBFLM303A Contribute to effective workplace relationships, BSBFLM306A Provide workplace information and resourcing plans and BSBFLM311A Support a workplace learning environment.

#### Competency Field
Business Management Services

#### Element | Performance Criteria
--- | ---
1 Participate in team planning | 1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation’s goals, plans and objectives  
| | 1.2 The manager assists the team monitor and adjust its performance within the organisation’s continuous improvement policies and processes  
| | 1.3 The manager encourages the team to use the competencies of each member for team and individual benefit  
2 Develop team commitment and co-operation | 2.1 The manager assists the team to use open communication processes to obtain and share information  
| | 2.2 The team makes decisions in accordance with its agreed roles and responsibilities  
| | 2.3 The manager supports the team to develop mutual concern and camaraderie  
3 Manage and develop team performance | 3.1 The results achieved by the team contribute positively to the organisation’s business plans  
| | 3.2 The manager encourages the team to exploit innovation and initiative
Element | Performance Criteria
--- | ---
3.3 | Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals
3.4 | Team members share and enhance their knowledge and skills

4 Participate in and facilitate the work team

4.1 | Team members participate actively in team activities and communication processes
4.2 | Individuals and teams take individual and joint responsibility for their actions
4.3 | The team receives support to identify and resolve problems which impede its performance

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The general workplace context for this AQF level is described in the AQF level descriptor. In addition, the following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation’s:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The manager may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees
Range Statement

The organisation’s goals, plans and objectives refers to: those relevant to frontline management’s work activities and to the teams in which frontline management is involved.

Competencies refer to: the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific.

Knowledge and skill development may: take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs.

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation’s OHS policies, procedures and practices

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Provides leadership to team
- Contributes positively to team performance
- Provides coaching and mentoring support

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard:

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - the organisation of teams
  - team goal setting
  - devolving responsibility/accountability to teams
  - team dynamics
  - conflict resolution
  - gaining team commitment
  - monitoring and assessing team performance
- Gain team commitment to the organisation’s goals, values and plans
Evidence Guide

- The forms of bias/discrimination and how to deal with them

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Assessing the competence of the team
- Facilitating the participation of team members
- Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Facilitating team development and improvement
- Assessing competency development requirements
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit
Key Competency Levels

*NB:* These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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</table>

Three levels of performance denote level of competency required to perform a task.

1. Perform  
2. Administer  
3. Design

- **Collecting, analysing and organising information** – to assist team planning
- **Communicating ideas and information** – with members of work team
- **Planning and organising activities** – in association with team
- **Working with teams and others** – to achieve team goals
- **Using mathematical ideas and techniques** – to assist the development of team plans
- **Solving problems** – to assist team performance
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
BSBFLM309A  Support continuous improvement systems and processes

Unit Descriptor

This unit is equivalent to the original unit BSXFLM309A Implement and monitor continuous improvement systems and processes.

Frontline management has an active role in managing the continuous improvement process in achieving the organisation’s objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBFLM302A Support leadership in the workplace, BSBFLM304A Participate in work teams, BSBFLM305A Support operational plan, BSBCMN310A Deliver and monitor a service to customers, BSBCMN311A Maintain workplace safety, BSBCMN312A Support innovation and change, and BSBFLM311A Support a workplace learning environment.

Competency Field

Business Management Services

Element                  Performance Criteria

1. Implement continuous improvement systems and processes
   1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority
   1.2 The organisation’s continuous improvement processes are communicated to individuals/teams
   1.3 The manager’s mentoring and coaching support ensures that individuals/teams are able to implement the organisation’s continuous improvement processes

2. Monitor, adjust and report performance
   2.1 The organisation’s systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved
   2.2 Customer service is strengthened through the use of continuous improvement techniques and processes
   2.3 Plans are adjusted and communicated to those who have a role in their development and implementation

3. Consolidate opportunities for further improvement
   3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan
Element          | Performance Criteria
------------------|--------------------------------------------------
3.2               | Work performance is documented and the information is used to identify opportunities for further improvement
3.3               | Records, reports and recommendations for improvement are managed within the organisation’s systems and processes

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The general workplace context for this AQF level is described in the AQF level descriptor. In addition, the following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 3, frontline management will normally be engaged in a workplace context where they:**
- engage in short term planning within the department’s business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation’s standard procedures considers the options and, using some discretion and judgement, selects the preferred
Range Statement

action to rectify faulty service to a customer

- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation’s:
- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Technology will be:
that readily available in the workplace and will be appropriate to frontline management’s roles and responsibilities

Customer service may be:
internal or external, to existing or new clients

OHS considerations may include:
- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are implemented and monitored
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Adjusts plans, processes and procedures to improve performance
- Supports others to implement the continuous improvement system/processes
- Identifies opportunities for further improvement

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- The benefits of continuous improvement
- The quality approaches which the organisation may implement
- The methods that can be used in continuous improvement
- The barriers to continuous improvement
- The organisation’s recording, reporting and recommendation processes to facilitate continuous improvement

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching, analysing and interpreting information from a variety of people and reporting
- Monitoring and evaluating systems, processes and procedures
- Gaining the commitment of individuals/teams to continuous improvement
- Consolidating opportunities for improvement
- Dealing with people openly and fairly
Evidence Guide

- Using consultation skills effectively
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit
Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Three levels of performance denote level of competency required to perform a task.

1. Perform  
2. Administer  
3. Design

- **Collecting, analysing and organising information** – to be used in continuous improvement processes
- **Communicating ideas and information** – to individuals and work team about the organisation’s continuous improvement processes
- **Planning and organising activities** – for arranging continuous improvement program
- **Working with teams and others** – to gain team feedback on further improvement initiatives
- **Using mathematical ideas and techniques** – to complete calculations associated with work improvement
- **Solving problems** – as an aid to investigating problems with introducing improvements
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBFLM404A  Lead work teams

Unit Descriptor
This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams.

This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.

This unit is related to BSBCMN301A Exercise initiative in a business environment. Consider co-assessment with BSBFLM402A Show leadership in the workplace, BSBFLM403A Manage effective workplace relationships, BSBFLM406A Implement workplace information system, and BSBFLM411A Contribute to the development of a workplace learning environment.

Competency Field  Business Management Services

Element  Performance Criteria

1. Participate in team planning

1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation’s goals, plans and objectives

1.2 The manager assists the team monitor and adjust its performance within the organisation’s continuous improvement policies and processes

1.3 The manager encourages the team to use the competencies of each member for team and individual benefit

2. Develop team commitment and co-operation

2.1 The manager assists the team to use open communication processes to obtain and share information

2.2 The team makes decisions in accordance with its agreed roles and responsibilities

2.3 The manager supports the team to develop mutual concern and camaraderie

3. Manage and develop team performance

3.1 The results achieved by the team contribute positively to the organisation’s business plans

3.2 The manager encourages the team to exploit innovation and initiative

3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals

3.4 Team members share and enhance their knowledge and skills
Element | Performance Criteria
---|---
4. Participate in and facilitate the work team | 4.1 Team members participate actively in team activities and communication processes
| 4.2 Individuals and teams take individual and joint responsibility for their actions
| 4.3 The team receives support to identify and resolve problems which impede its performance

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 4, frontline management will normally be engaged in a workplace context where they:**
- engage in short to medium term planning within the organisation’s business plans. For example, prepares six monthly plan of the department’s productivity targets within the organisation’s business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation’s standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation’s performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
Range Statement

- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation’s standard range of services

- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem

- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department’s operating procedures and given the organisation’s standard documentation, considers the information provided and prepares a recommendation for consultation

Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation’s:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- defined resource parameters
- ethical standards

The manager may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation’s goals, plans and objectives refers to:

- those relevant to frontline management’s work activities and to the teams in which frontline management is involved

Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific
Range Statement

Knowledge and skill development may:
- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

OHS considerations may include:
- implement and monitor participative arrangements
- information to team about OHS and the organisation’s OHS policies, procedures and practices

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence
- Provides leadership to team
- Contributes positively to team performance
- Provides coaching and mentoring support

Underpinning Knowledge*
* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.
- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - the organisation of teams
  - team goal setting
  - devolving responsibility/accountability to teams
  - team dynamics
  - conflict resolution
  - gaining team commitment
  - monitoring and assessing team performance
- Gain team commitment to the organisation’s goals, values and plans
- The forms of bias/discrimination and how to deal with them

Underpinning Skills
- Functional literacy skills to access and use workplace information
- Assessing the competence of the team
Evidence Guide

- Facilitating the participation of team members
- Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Facilitating team development and improvement
- Assessing competency development requirements
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit
Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Three levels of performance denote level of competency required to perform a task.


• Collecting, analysing and organising information – to assist team planning
• Communicating ideas and information – with members of work team
• Planning and organising activities – in association with team
• Working with teams and others – to achieve team goals
• Using mathematical ideas and techniques – to assist the development of team plans
• Solving problems – to assist team performance
• Using technology – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBSBM403A Promote the business

Unit Descriptor
This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation. This unit is related to BSBSBM404A Undertake business planning.

Competency Field Business Management Services

Element Performance Criteria

1. Develop marketing strategies
   1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan
   1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies
   1.3 Marketing objectives and strategies are determined in consultation with relevant people in accordance with the business plan

2. Determine a marketing mix for the business
   2.1 Product mix, volumes and pricing are balanced to optimise sales and profit
   2.2 The costs and benefits of using different distribution channels and/or providing different levels of customer service are evaluated and the results considered in determining the marketing mix
   2.3 Promotional activities are determined to suit the target market
   2.4 Customer needs and preferences are considered in determining the marketing mix
   2.5 Marketing mix is determined according to market and business needs

3. Implement marketing strategies
   3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies
   3.2 Promotional activities are planned and implemented in accordance with marketing objectives and budgetary requirements

4. Monitor and improve marketing performance
   4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan
   4.2 Performance gaps analysed and corrective action taken or new targets set
Element

Performance Criteria

4.3 All relevant people are encouraged to propose ways to improve marketing performance

4.4 *Customer reaction* to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes

4.5 Ongoing research of customer requirements is conducted to identify *opportunities for* change and improvement

4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Marketing strategies may include:**

- product design and packaging
- pricing, presentation and display of products/services
- promotion and advertising
- product range and mix
- distribution
- achieving lower costs of production and distribution than competitors
- pursuing cost leadership and/or product differentiation within a specialist market segment
- creating a very different product line or service so that the business becomes a class leader in the industry

**Relevant people may include:**

- owner/operator, partners
- financial backers, clients
- accountant or other specialist services
- family members, work team members, sub-contractors
Range Statement

- franchise agency
- trade or industry associations
- regulatory bodies

Marketing mix may include:

- technical features, design
- quality, range
- safety features
- pricing
- promotion, distribution
- level of service

Distribution channels may include:

- self-access, wholesale, retail
- distributor, delivery service, mail order, telesales
- dealer, re-seller, franchisee

Level of customer service may include:

- sales assistance for problems/queries only
- one-on-one personal service
- after sales service

Promotional activities may include:

- advertising in national suburban or local newspapers
- web site
- word of mouth, referral, testimonials
- professional/industry journals
- advertising on radio or television
- mail drops
- display posters
- canvassing and telephone canvassing
- exhibitions, in-store promotions
- sponsorship
- the development of networks and strategic alliances
- staff development programs to enhance customer service orientation

Performance gaps may include:

- under or over achievement of performance targets

Customer reaction may be determined through:

- survey/other feedback mechanisms
- informal discussion
- customer meetings, focus groups
- sales to contact ratio
- trend analysis
- identification of new business opportunities
Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical Aspects of Evidence

- Ability to develop a marketing strategy and choice of marketing mix to complement the business plan
- Ability to implement and monitor the marketing strategy/plan to optimise the chances of business success

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant marketing concepts and methods
- relevant market analysis and research
- methods of developing marketing objectives and marketing mix
- methods of analysing costs and benefits of marketing strategies
- methods of monitoring customer satisfaction
- industry market trends

Underpinning Skills

- literacy and numeracy skills to research information and to interpret market data
- communication including questioning, clarifying, reporting
- numeracy skills for data analysis
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to develop marketing strategies
- **Communicating ideas and information** – to consult with relevant people
- **Planning and organising activities** – to implement to marketing strategy
- **Working with teams and others** – to gain support for the plan
- **Using mathematical ideas and techniques** – to research market needs
- **Solving problems** – to determine the optimum marketing mix
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBSBM405A Monitor and manage business operations

Unit Descriptor
This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field Business Management Services

Element Performance Criteria

1. Develop operational strategies

1.1 Action plan is developed to provide a clear and coherent direction in accordance with the business goals and objectives

1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimise risk factors

1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance

1.4 Performance measures, operational targets and quality assurance issues are developed to conform with the business plan

1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements

2. Implement operational strategies

2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction

2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan

2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity

2.4 The provision of goods/services is carried out in accordance with established technical, legal and ethical standards

2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements

2.6 Quality procedures are applied to address product/service and customer requirements
Element | Performance Criteria
--- | ---
3. Monitor business performance | 3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan
3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance
3.4 Operating problems are investigated and analysed to establish causes, and changes implemented as required
3.5 Operational policies and procedures are changed to incorporate corrective action taken

4. Maintain networks | 4.1 Relevant personal and professional networks identified and maintained to support business operation
4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements

5. Review business operations | 5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives
5.2 Proposed changes are clearly recorded to aid future planning and evaluation
5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice
Range Statement

Operational strategies/procedures may be determined by:

- business premises (e.g., size, location, layout)
- purchase (sole or shared ownership) or leasing.
- premises, plant and equipment may be new or previously owned.
- requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business
- use of existing, new and emerging technologies including e-commerce
- plant and equipment, including OHS requirements
- physical and natural resources
- methods/techniques/technology
- management and administrative systems and procedures
- technology
- raw materials

Occupational Health and Safety and environmental issues must include:

- establishment and maintenance of procedures for identifying risks to health and safety
- establishment and maintenance of procedures for assessing and controlling risks
- controls may include instructions to workplace personnel concerning: site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors
- waste and by-products

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business, market focus of the business
- lifestyle issues

Business outputs may include:

- products
- services
Range Statement

Operational targets may include:
- internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels
- external targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links
- targets which may be short, medium or long term
- staffing level and skills mix

Technical standards may include:
- any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Networks may include:
- personal contacts
- professional associations
- business/industry association contacts
- formal/informal/individual/group/organisational contacts

And may assist in the provisions of information on:
- business trends
- changes in business environment
- client requirements
- technical support
- financial advice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical Aspects of Evidence
- ability to develop strategies to successfully manage the operation of the business by interpreting information and
- making appropriate adjustments to the business operations as required
Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- technical or specialist skills relevant to the business operation
- relevant industry codes of practice
- identification of relevant performance measures
- quality assurance principles and methods
- role of innovation
- principles of risk management relevant to the business, including risk assessment
- relevant marketing, sales and financial concepts
- methods for implementing operation and revenue control systems
- systems to manage staff, control stock, expenditure, services and customer service
- methods for monitoring performance and implementing improvements
- methods for developing and maintaining networks

Underpinning Skills

- literacy skills to interpret legal requirements, company policies and procedures
- communication skills including questioning, clarifying, reporting
- numeracy skills for performance information and financial control
- technical skills as relevant to the business
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.
Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Three levels of performance denote level of competency required to perform a task.

- **Collecting, analysing and organising information** – to assist in business operation
- **Communicating ideas and information** – to deal with customers, suppliers and staff
- **Planning and organising activities** – to support and enhance the business operation
- **Working with teams and others** – to build the business
- **Using mathematical ideas and techniques** – to support the business operation
- **Solving problems** – to reduce risk and enhance business opportunities
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
BSBSBM407A Manage a small team

Unit Descriptor
This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field
Business Management Services

Element Performance Criteria

1. Develop staffing plan
   1.1 *Staffing requirements* to allow the business to run effectively are determined in accordance with business requirements as outlined in the business plan
   1.2 Existing skills/competencies of self and staff are identified and compared with business requirements to identify any gaps
   1.3 *Policies* and procedures are developed to address recruitment, performance measures, induction, training and professional development needs of owner/s and staff in accordance with the business plan

2. Recruit, induct and train the team
   2.1 Job description and competencies required, clearly identified in accordance with business requirements, and employment vacancies advertised
   2.2 Information obtained from each candidate judged against specified selection criteria and selection decided in accordance with business and legal requirements
   2.3 New staff members inducted
   2.4 Team members made aware of their responsibilities and performance requirements as soon as practicable and opportunities taken to coach team members who are unfamiliar with business procedures
   2.5 Systematic approach to training is taken, including demonstration and explanation, as appropriate to the skill or job being taught

3. Address industrial relations issues
   3.1 Workplace rights and obligations of employers and employees are clarified in accordance with legal requirements
   3.2 Staff counselled if required, in a positive and constructive manner, and outcomes recorded accurately

4. Maintain staff records
   4.1 *Staff records system* developed to provide timely and accurate information in accordance with confidentiality and legal requirements
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<tr>
<td>4.2</td>
<td>System for recording and retrieving personnel and payroll information monitored, accurately maintained and specialist advice sought where required</td>
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<td>Manage staffing issues</td>
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<td>5.1</td>
<td>Contribution and skills of self and other team members are regularly reviewed to ensure performance is in line with agreed performance measures</td>
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<td>Staffing requirements are noted, monitored and adjusted especially in regard to the balance between operational and support personnel according to changing business requirements</td>
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<td>Allocation of staff to particular tasks/functions is continually monitored and reviewed in the light of business requirements and corrective action taken promptly as required</td>
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<tr>
<td>5.4</td>
<td>Opportunities for staff to discuss work related issues regularly provided</td>
</tr>
<tr>
<td>5.5</td>
<td><em>Contingency plan</em> developed to cope with unexpected or extreme situations and appropriate corrective action taken as required</td>
</tr>
<tr>
<td>6.</td>
<td>Review team performance</td>
</tr>
<tr>
<td>6.1</td>
<td>Positive and constructive relationships developed with and between <em>team members</em></td>
</tr>
<tr>
<td>6.2</td>
<td>Team objectives in support of business goals are reviewed and updated on a regular basis in consultation with team members</td>
</tr>
<tr>
<td>6.3</td>
<td>Strengths and weaknesses of team identified against current and expected work requirements</td>
</tr>
<tr>
<td>6.4</td>
<td>Time is scheduled on regular basis, for team members to review work operations to maintain and improve operational efficiency</td>
</tr>
<tr>
<td>6.5</td>
<td>Team members are encouraged to monitor their own performance, suggest improvements and to identify professional development needs in accordance with personal and business requirements</td>
</tr>
</tbody>
</table>

**Range Statement**

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:
Range Statement

Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Staffing requirements may include:
- self only, family and/or friends
- number of staff
- time commitment, performance expectations
- responsibilities, competencies required
- full-time, part-time, permanent, temporary or casual
- sub-contractors or external advisors/consultants

Staff policies must include:
- recruitment and selection
- training, induction
- occupational health and safety
- employment conditions, equal opportunity, anti-discrimination, cultural diversity

Industrial relations matters may include:
- awards and/or industrial agreements and relevant industrial instruments
- counselling, dismissal procedures

Staff Records system must include:
- job/position descriptions
- employee records (including tax file number, remuneration, leave and training records etc)
- disciplinary and grievance procedures
- records of taxation and superannuation payments made
- occupational health and safety record

Performance measures may include:
- performance of key people
- overall productivity of the staff
- staff morale, work ethic, work satisfaction
- ratio of direct workers to those who support, supervise or manage them
- ratio of sales dollars per employee
- percentage of chargeable hours/days per week
Range Statement

Contingency plan may include:

- occupational health and safety
- environmental issues
- unpredicted staff shortages
- unpredicted customer demand/busy periods
- fluctuating workloads
- accidents or emergencies

Team members may include:

- owner/s, partners, family members, staff
- people with varying competencies and training
- people with varying culture and language

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical Aspects of Evidence

- ability to manage a small team including staff selection, staff records, induction, training and develop and maintain team performance to enhance business operations

Underpinning Knowledge*

*At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- Relevant industry awards/enterprise agreements
- Equal opportunity, anti-discrimination legislation
- Staff counselling, grievance and disciplinary procedures
- Unfair dismissal legislation and procedures
Evidence Guide

Underpinning Skills

- Literacy skills to interpret legal requirements and compile reports
- Conflict resolution
- Communication skills including ability to relate to staff
- Team building and motivation skills
- Training/coaching skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
Key Competency Levels

*NB:* These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to plan for and manage a small team
- **Communicating ideas and information** – to aid team development
- **Planning and organising activities** – to manage staffing issues
- **Working with teams and others** – to develop and train a team
- **Using mathematical ideas and techniques** – to plan, record and report on staffing issues
- **Solving problems** – to reduce conflict and maximise productivity
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
**BSZ404A Train small groups**

**Unit Descriptor**
The unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

**Competency Field**
Human Resource Management

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for training</td>
<td>1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>1.2 Training objectives are matched to identified competency development needs</td>
</tr>
<tr>
<td></td>
<td>1.3 Training approaches are planned and documented</td>
</tr>
<tr>
<td>2. Deliver training</td>
<td>2.1 Training is conducted in a safe and accessible environment</td>
</tr>
<tr>
<td></td>
<td>2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources</td>
</tr>
<tr>
<td></td>
<td>2.3 Strategies and techniques are employed which facilitate the learning process</td>
</tr>
<tr>
<td></td>
<td>2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)</td>
</tr>
<tr>
<td></td>
<td>2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</td>
</tr>
<tr>
<td>3. Provide opportunities for practices</td>
<td>3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency</td>
</tr>
<tr>
<td></td>
<td>3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</td>
</tr>
<tr>
<td>4. Review training</td>
<td>4.1 Participants are encouraged to self evaluate performance and identify areas for improvement</td>
</tr>
<tr>
<td></td>
<td>4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</td>
</tr>
<tr>
<td></td>
<td>4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</td>
</tr>
<tr>
<td></td>
<td>4.4 Training details are recorded according to enterprise and legislative requirements</td>
</tr>
</tbody>
</table>
Element  | Performance Criteria  
--- | ---  
4.5 Results of evaluation are used to guide further training  

Range Statement  

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:  

**Legislation, codes and national standards relevant to the workplace which may include:**  
- award and enterprise agreements and relevant industrial instruments  
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination  
- relevant industry codes of practice  

**OHS considerations may include:**  
- establishment and maintenance of OHS training, records, induction processes  
- performance against OHS legislation and organisation’s OHS system, especially policies, procedures and work instructions  

**Relevant information to identify training needs includes:**  
- industry/enterprise or other performance competency standards  
- endorsed components of relevant industry training package  
- industry/workplace training practices  
- job descriptions  
- results of training needs analyses  
- business plans of the organisation which identify skill development requirements  
- standard operating and/or other workplace procedures  

**Appropriate personnel may include:**  
- team leaders/supervisors/ technical experts  
- managers/employers  
- training and assessment coordinators  
- training participants  
- representative government regulatory bodies  
- union/employee representatives  
- consultative committees  
- assessors
Range Statement

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Components of competency include:
- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Characteristics of training participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Training sessions may include:
- one to one demonstration
- small group demonstration (2 to 5 persons)

Resources may include:
- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs
Range Statement

Strategies and techniques may include:

• active listening
• targeted questioning
• points of clarification
• group discussions

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

• Assessment requires evidence of the following products to be collected:
  • description of the specific training need and required competency outcomes
  • outline of the training approach and steps to be followed
  • description of training participant(s) and delivery method(s) to be used
  • specific resources required
  • outline of the evidence to be collected for monitoring training participant progress
  • trainer’s self assessment of training delivery
  • participant evaluation of training delivery
  • evaluation of review comments against plan of training
  • records/documentation for monitoring progress of training participant(s).

• Evidence may be collected using proformas or template

• Assessment requires evidence of the following processes to be provided:
  • how the specific training need was determined
  • how the sequence of the training was determined
  • how appropriate personnel were identified
  • why particular delivery method(s) were selected
  • how the characteristics of training participant(s) as identified
  • how the resource requirements were established
  • how participant progress was monitored
  • why and how the training resources were selected
Evidence Guide

- how appropriate personnel confirmed training arrangements
- how participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements
- how constructive feedback was provided to training participant about progress toward competency to be acquired
- how training participant readiness for assessment was determined and confirmed
- how records were maintained to ensure confidentiality, accuracy and security.
- evidence may be provided verbally or in written form

Required Knowledge and Skills*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (e.g. OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training
Evidence Guide

- complete records on training
- provide verbal feedback & report on training outcomes
- follow and model examples of written texts
- promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – pertaining to the training needs and competency outcomes of participants
- **Communicating ideas and information** – using training strategies and techniques which facilitates the learning process
- **Planning and organising activities** – selecting delivery methods appropriate to training participants’ needs, location and resources
- **Working with teams and others** – participants, supervisor and trainer review training against objectives
- **Using mathematical ideas and techniques** – training delivery methods appropriate to finances/costs
- **Solving problems** – using training review results to guide further training
- **Using technology** – recording training details according to enterprise and legislative requirements

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
# OPERATE AND MAINTAIN COUNCIL POUND FACILITIES

## unit descriptor
This unit covers the general operation and maintenance of pound facilities

## field
Environmental Health and Regulation

<table>
<thead>
<tr>
<th>element</th>
<th>performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Maintain operational registers and records</td>
<td>1 Registers and records are stored, updated and transferred in accordance with Council and individual register requirements</td>
</tr>
<tr>
<td>2 Undertake minor design of animal housing</td>
<td>1 Animal housing is designed in accordance with Council planning, policies and procedures</td>
</tr>
<tr>
<td>3 Maintain pound structures, grounds and associated facilities</td>
<td>1 Minor repairs are carried out on sheds and fences</td>
</tr>
<tr>
<td></td>
<td>2 Grounds are maintained according to Council requirements</td>
</tr>
<tr>
<td></td>
<td>3 Pound is cleaned and waste disposed of in accordance with occupational health and safety and Council requirements</td>
</tr>
</tbody>
</table>

## range of variables
Application of this competency will vary according to the Council’s size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

<p>| Registers and records | daily bills, receipts, complaints, care and attention, brands, advertising, unclaimed animals, monthly reports, procedure sheets, applications for registration (could be stored on computer) |
| Minor design | various types of construction materials, methods of noise control, size of pens/exercise yards, isolation facilities, veterinary requirements, food storage/preparation, shade area for stock, holding areas, waste disposal |
| Minor repairs | woodwork, metalwork, roof repairs |</p>
<table>
<thead>
<tr>
<th>evidence guide</th>
</tr>
</thead>
</table>
| **Critical aspects of evidence** | comprehensive and accurate registers  
sheds and fences in good repair  
waste disposal in accordance with OHS and Council requirements |
| **Interdependent assessment of units** | Prerequisite units: nil  
Co-requisite units: nil |
| **Underpinning knowledge** | Council structure and services  
general maintenance  
equipment capabilities and uses  
animal handling techniques  
irrigation/watering |
| **Underpinning skills** | equipment operation  
yard operation  
minor maintenance to fences and sheds  
maintenance of facility to adequate health and safety standards  
animal food handling/preparation  
cleansing of animal holding areas  
written report: record events in sequence |
<p>| <strong>Resource implications</strong> | access to workplace or simulated case study that contains simulated equipment and facilities and other competency requirements including animals, food, waste disposal, registers and records systems |
| <strong>Consistency in performance</strong> | evidence will need to be gathered over time across a range of variables |
| <strong>Context of assessment</strong> | on-the-job or in a simulated work environment |</p>
<table>
<thead>
<tr>
<th>key competency</th>
<th>level</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>1</td>
<td>update and transfer records</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>1</td>
<td>write monthly reports</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>1</td>
<td>maintain grounds and pound structure</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>1</td>
<td>deal with suppliers</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>1</td>
<td>deal with suppliers</td>
</tr>
<tr>
<td>Solve problems</td>
<td>1</td>
<td>carry out repairs</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
<td>use data base</td>
</tr>
</tbody>
</table>
# UNIT

**LGAPLEM405A**

**PROVIDE ASSISTANCE IN CARRYING OUT BUILDING INSPECTIONS**

## unit descriptor
This unit covers the process of carrying out the inspection of building works and follow-up inspections under the auspices of relevant authorities within Council.

## FIELD
Planning and Management of the Physical Environment

<table>
<thead>
<tr>
<th>element</th>
<th>performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respond to requests for building inspection</td>
</tr>
<tr>
<td>1</td>
<td>Type of inspection required is identified in accordance with statutory requirements and the nature of the construction</td>
</tr>
<tr>
<td>2</td>
<td>Validity of request is checked against the register of issued permits and identified need for inspection</td>
</tr>
<tr>
<td>3</td>
<td>Proposed action to inspect is reported to relevant authority</td>
</tr>
<tr>
<td>4</td>
<td>Inspection time is arranged to minimise conflicts, avoid delays to builder and allow sufficient time for the inspection to be performed</td>
</tr>
<tr>
<td>2</td>
<td>Inspect building works for compliance against building approval documentation</td>
</tr>
<tr>
<td>1</td>
<td>Building documentation is reviewed to identify critical aspects of construction requiring inspection</td>
</tr>
<tr>
<td>2</td>
<td>On-site works and structures are compared against approval documentation for compliance</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of building regulations and practices is applied to discretionary components of on-site works and structures in a consistent manner appropriate to ensuring building quality</td>
</tr>
<tr>
<td>4</td>
<td>Inspections are undertaken in a manner which facilitates progress of building works and in accordance with Council requirements</td>
</tr>
<tr>
<td>5</td>
<td>Consultation with site personnel is undertaken so that technical communications are clear and comprehensive and remedial action is understood</td>
</tr>
</tbody>
</table>
3 Notify result of inspection and update records

1. Inspection report is prepared in a clear, concise, accurate and timely manner and forwarded to relevant authority for consideration

2. Written notices for non-compliance are issued in accordance with statutory requirements and Council procedures, where authorised by relevant authority

3. Inspection outcomes are accurately and promptly recorded on relevant Council authority file

4 Undertake follow-up inspections as required

1. Outstanding inspection requirements are carried out in accordance with schedule of works identified by relevant authorities as not fully inspected

2. Requests to check work (rectified in accordance with notification) are responded to

3. Reinspection requests are received and responded to

4. Follow-up inspections are scheduled to minimise builder disruption whilst allowing adequate time for a suitable inspection

5. Consultation with builder is undertaken so that technical communication is clear and understood and confirmed by all parties

6. Appropriate documentation is completed and forwarded to relevant authorities in line with statutory and Council requirements

range of variables

Application of this competency will vary according to the Council’s size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

<table>
<thead>
<tr>
<th>Inspections</th>
<th>statutory, follow-up, final, random, Council policy, change of use, stage, sewerage, drainage, plumbing, complaint, illegal works, mechanical, drainage, ventilation, fire services, environmental controls, hoarding, site access restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant authorities</td>
<td>building surveyor, town planner, Council, utilities, water authorities</td>
</tr>
<tr>
<td>Limitations</td>
<td>time required, statutory limitations, type of job, OHS requirements</td>
</tr>
</tbody>
</table>

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Version 1 to be reviewed by 27 February 2007
<table>
<thead>
<tr>
<th>Sites</th>
<th>vacant, residential, commercial, industrial, new buildings, alterations, existing buildings, ruinous or dangerous structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>permits, building rules consent, licenses, plans and specifications, development and building consents</td>
</tr>
</tbody>
</table>

**Evidence Guide**

**Critical aspects of evidence**
- Inspections maintain quality and compliance of on-site works/structures
- Timely and efficient reporting to inform parties

**Interdependent assessment of units**

<table>
<thead>
<tr>
<th>Prerequisite units:</th>
<th>nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite units:</td>
<td>nil</td>
</tr>
</tbody>
</table>

**Underpinning knowledge**
- Building Code of Australia and relevant Australian standards
- Relevant sections of Local Government Act and regulations
- Council building and development policies, practices and codes
- Structural engineering principles
- Fire engineering principles
- Relevant building and planning application requirements
- Building construction practice and properties of building materials
- Topographical classification
- Litigation and court procedures

**Underpinning skills**
- Inspection techniques
- Plan reading and interpretation
- Identification of non-compliance and defects
- Field assessment of soil types
- Bracing and fixing calculations
- Verbal and written communication strategies, negotiation and conflict resolution
- Analytical and interpretative information gathering
- Legal brief preparation
Resource implications
access to workplace or simulated case study that encompasses such resources as relevant legislation, examples of Council policies and codes, materials and information on building construction and properties of building materials; access to sites (real or simulated)

Consistency in performance
evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated

Context of assessment
on-the-job or in a simulated work environment

<table>
<thead>
<tr>
<th>key competency</th>
<th>level</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>2</td>
<td>review building documentation and statutory requirements</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>2</td>
<td>respond to requests, conduct on-site inspections</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>1</td>
<td>organise inspection times</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>1</td>
<td>consult with site personnel</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Solve problems</td>
<td>1</td>
<td>reinspect and resolve non-compliance issues</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
<td>access computer based records and reports</td>
</tr>
</tbody>
</table>
# Unit Title:
## Process and record data

## Unit descriptor
This unit of competency covers the ability to record and store data, perform basic laboratory computations and accurately present and interpret information in tables and graphs.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Record and store data</td>
<td>1.1 Code and transcribe data as directed</td>
</tr>
<tr>
<td></td>
<td>1.2 Record data in accordance with document traceability requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Enter data into laboratory information system or record sheets as directed</td>
</tr>
<tr>
<td></td>
<td>1.4 Rectify errors in data using enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>1.5 Store and retrieve data using appropriate files and/or application software</td>
</tr>
<tr>
<td>2 Perform laboratory computations</td>
<td>2.1 Calculate expressions involving fractions, decimals, percentages, proportions, and concentrations</td>
</tr>
<tr>
<td></td>
<td>2.2 Calculate the mean, median, mode and standard deviation for given data</td>
</tr>
<tr>
<td></td>
<td>2.3 Calculate scientific quantities and associated uncertainties using given formulae and data</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure calculated quantities are consistent with estimations</td>
</tr>
<tr>
<td></td>
<td>2.5 Report all calculated quantities using the appropriate units and correct number of significant figures</td>
</tr>
<tr>
<td>3 Present data in tables, charts and graphs</td>
<td>3.1 Present data accurately in clearly labelled tables and charts</td>
</tr>
<tr>
<td></td>
<td>3.2 Graph data accurately using the most appropriate scales to span the range of data or display trends</td>
</tr>
<tr>
<td></td>
<td>3.3 Report all data using the appropriate units and number of significant figures</td>
</tr>
</tbody>
</table>
Interpret data in tables, charts and graphs

4.1 Retrieve data from appropriate sources
4.2 Interpret significant features of graphs such as gradients, intercepts, maximum and minimum values, and limit lines
4.3 Recognise and report trends in data

Keep accurate records and maintain their confidentiality

5.1 Transcribe required information accurately and by the specified time
5.2 Verify the accuracy of records following enterprise procedures
5.3 File and store workplace records in accordance with enterprise procedures
5.4 File all reference documents logically and keep them up to date and safely secured
5.5 Maintain enterprise confidentiality standards.

RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

Data may be recorded on worksheets or entered into spreadsheets or databases linked to information management systems. Data includes the results of:

- observations
- analyses
- quality assurance and control assessments.

Data may be presented in the form of:

- graphs
- histograms
- bar charts
- tables
- pie charts
- control charts.

Data could also take the form of semi-quantitative observations and be expressed on a scale (eg, 1 to 4 or + to ++++).

Computations may be performed with or without a calculator or computer software. Examples of calculated scientific quantities could include:

- % and absolute uncertainties in measurements and test results
- areas (m²) and volumes (mL, L, m³) of regular shapes (eg, packaging)
• dose (mg), average weight, weight %, density, specific gravity, moisture, relative and absolute humidity, viscosity, permeability
• ratios (such as, mass to mass, mass to volume and volume to volume percentages)
• concentration (eg, molarity, g/mL, mg/L, mg/µL, ppm, ppb, dilution mL/L)
• average count, colonies per swab surface, cell counts (live and dead/total)
• process variables (such as, pressure, gauge pressure, velocity, flow rates)
• biological oxygen demand (BOD), chemical oxygen demand (COD), total organic carbons (TOC)
• % content of moisture, ash, fat, protein, alcohol, sulphur dioxide, trace metals (such as calcium or zinc)
• food properties (such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast viability).

Records could include information associated with:
• purchase of equipment and materials, service records
• safety procedures
• history of calibration and test results.

Reference materials could include:
• material safety data sheets (MSDSs)
• equipment manuals and warranty, supplier catalogues, handbooks
• sampling and test procedures, standard operating procedures (SOPs)
• enterprise quality manual, customer quality plan
• validation of the equipment and associated software where applicable
• validation of spreadsheets developed in house for assay and process calculations
• OHS regulations, guidelines and procedures
• Australian and International Standards, NATA technical notes, National Measurement Act.

**Updating information**

This unit of competency does not contain detailed information that requires regular updating.
EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

Critical aspects of competency

Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package.

Competency must be demonstrated in the ability to process and record data in accordance with workplace procedures. In particular, the assessor should look to see that the candidate is able to:

- code, record and check the documentation of data
- use a simple spreadsheet or database program to store and retrieve data reliably
- calculate scientific quantities relevant to their laboratory work and present accurate results in the required format
- recognise anomalies and trends in data
- maintain the confidentiality of data in accordance with workplace and regulatory requirements
- keep records up to date and secure.

Essential knowledge

Cross industry

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain:

- procedures for coding, entering, storing, retrieving and communicating data
- procedures for verifying data and rectifying mistakes
- procedures for maintaining and filing records, security of data
- relevant scientific and technical terminology (such as: specification, precision, accuracy, “out of control”).
Competency also includes the ability to perform laboratory computations such as:

- calculations involving fractions, decimals, ratios, proportions and percent
- calculation of mean, median, mode, range and standard deviation
- calculation of perimeters, areas, volumes, angles
- calculation of scientific quantities (e.g., concentration)
- use of scientific notation, unit conversion, multiples and submultiples
- use of significant figures, rounding off, estimation, approximation
- calculation and interpretation of absolute and percentage uncertainties
- transposing and evaluating formulae
- preparation and interpretation of trends in graphs, tables and charts (pie, bar, histogram)
- preparation and interpretation of straightforward process control charts.

**Assessment context**

This unit of competency is to be assessed in the workplace or simulated workplace environment.

**Interdependent assessment of unit**

This unit may be assessed with technical units such as:

- PML TEST 300 A – Perform basic tests
- PML TEST 301 A – Perform biological laboratory procedures
- PML TEST 303 A – Prepare working solutions
- PML DATA 501 A – Use laboratory application software.

This unit of competency has no prerequisites.

**Assessment methods and resources**

The following assessment methods are suggested:

- observation of the candidate as they process and record data
- review of data work sheets, calculations, computer files, graphs, tables, and/or charts prepared by the candidate
- review of records transcribed, maintained or stored by the candidate
- questions to assess understanding of relevant procedures and trends in data
- feedback from supervisors and peers.

Resources may include:

- data sets and records
- computer and relevant software or laboratory information system
- relevant workplace procedures.
This competency in practice

*Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.*

**Process manufacturing and construction materials industries**

A laboratory assistant in a materials testing laboratory was performing routine tensile tests on samples of vinyl sheet. The assistant converted the readings from the machine to appropriate units using a simple calculation and recorded them in the logbook for that test method. After comparing these test results with previous results for the same type of vinyl material, the assistant found that the tensile strength was within the required range. However, it was at the lower rather than the upper end of the range as in previous testing.

The assistant discussed the results with the laboratory supervisor. The calibration file for that machine showed that it had been calibrated four months previously and had not needed adjustment. Test results for the same period showed that the machine was giving lower than normal tensile strength readings for the few higher strength materials tested over the last two months. The assistant did some more checks and confirmed this trend. The machine was re-calibrated by the instrument company and the frequency of internal calibration checks by the laboratory assistant was increased.

This problem would not have been detected or corrected as quickly without the assistant’s competent recording and retrieval of test results and calibration information, and initiative.

**Biomedical and environmental services**

A laboratory assistant often works in a team with laboratory scientists and technical officers. Analyses of electrolytes are routine and hence occur in large volume throughput even in smaller diagnostic laboratories. The assistant may be assigned tasks that contribute to the overall production of results, their reporting and the quality control evaluation of those results. An example could be the daily collection of the electrolyte analyses of the internal quality control area. In this case the results are plotted on a Levy-Jennings graph and the mean value computed and marked. The technical assistant will report immediately if the plots shows deviations indicative of out of control results. The assistant may be asked to perform simple calculations such as anion gap determinations in order that the senior staff further investigate their quality systems.

**Food and beverage processing industries**

Cooking and holding temperatures greatly affect nutrient composition of processed foods. The CSIRO provides documentation of nutrient losses with temperature variations. For cooked foods, there is the added problem of microbial growth in the so called “danger zone”. In one laboratory, the technical assistant conducts simple testing of foods using a temperature probe and also measures the temperature of the storage areas, holding trays or bainmaries, and individual tray units, etc. Careful documentation of the temperatures of the foods and times of measurement must be kept. The technical assistant supplies the data as tables and a plot of temperature versus time.

For quality control purposes, the assistant is directed to use a cross reference of mercury thermometer readings versus probe measurements for ambient temperature. The assistant plots the thermometer readings against the probe readings and reports to the supervisor if the plot shows a slope other than 45°.
Key competencies

*This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:*

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</table>
Unit Title:
Maintain the laboratory fit for purpose

Unit descriptor
This unit of competency covers the general cleaning of work surfaces, cleaning and storage of equipment, and the monitoring of laboratory stocks.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Clean work preparation areas</td>
<td>1.1 Clean preparation areas using appropriate cleaning agents and recommended procedures</td>
</tr>
<tr>
<td>1</td>
<td>1.2 Remove spillages as per the Australian Dangerous Goods Code, Sections 1 to 3, using appropriate agents and protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.3 Dispose of wastes in accordance with enterprise procedures and relevant codes and regulations</td>
</tr>
<tr>
<td></td>
<td>1.4 Report large spillages and then remove material in accordance with the Australian Code for Transport of Dangerous Goods</td>
</tr>
<tr>
<td>2 Clean and store glassware and equipment</td>
<td>2.1 Collect contaminated glassware and equipment for cleaning and, where necessary, for sanitisation</td>
</tr>
<tr>
<td></td>
<td>2.2 Examine glassware for faults and remove from service where appropriate</td>
</tr>
<tr>
<td></td>
<td>2.3 Use appropriate reagents and recommended procedures to remove residues from glassware and equipment</td>
</tr>
<tr>
<td></td>
<td>2.4 Operate automatic cleaning apparatus in accordance with workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Store clean glassware and equipment in the designated locations and manner</td>
</tr>
<tr>
<td>3 Monitor stocks of laboratory materials and equipment</td>
<td>3.1 Perform stock checks and maintain records of usage as directed</td>
</tr>
<tr>
<td></td>
<td>3.2 Store labelled stocks for safe and efficient retrieval</td>
</tr>
</tbody>
</table>
4 Contribute to maintenance of laboratory hygiene

4.1 Follow regulations regarding protective clothing, personal hygiene, movement of people and materials, and work/cleaning sequences to prevent contamination and cross-contamination

4.2 Inform other people of potential hazards and contamination in own work area

4.3 Perform hygiene monitoring in accordance with laboratory procedures.

RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency forms a major part of the work of laboratory assistants. Equipment, material, procedures and facilities will vary according to the scope and classification of the laboratory. In particular:

- Typical equipment could include:
  - autoclaves
  - balances
  - blenders
  - centrifuges and separating equipment
  - dishwashers
  - freezers
  - fume hoods, biological safety cabinets
  - gas cylinders
  - glassware (burettes, pipettes)
  - plasticware
  - hydrometers
  - glass, plastic, quartz cuvettes
  - hotplates, mantles, burners
  - microtomes, tissue processors
  - instrument chart recorders
  - incubators
  - light and fluorescence microscopes
  - muffle furnaces
  - ovens, microwave ovens
  - refrigerators
  - thermohygrographs
  - thermometers
  - ultrasonic cleaners
  - waterbaths
  - pH meters and ion selective electrodes
  - cell counters
  - staining machines.

- Typical materials could include:
  - reagents
  - disinfectants
  - disposable clothing.
  - agar media and plates
  - detergents

- Enterprise materials acquisition and laboratory procedures, documentation and quality standards will vary.

- All actions (cleaning, storing, prevention of contamination) are carried out according to established laboratory procedures.
- Stock records include:
  - breakage
  - loans
  - calibrations
  - data sheets
  - handbooks
  - warranty documents.
- usage
- maintenance history
- catalogues
- manuals
- standards

- Hygiene requirements will vary according to the type of laboratory.
- Preparation areas include benches, sinks and fume cupboards.
- Spillages include chemicals and biologically active materials.
- Wastes include broken glass, sharps, microorganisms, solvents and excess test samples.
- Reagents for cleaning include decontaminants, organic solvents and cleaning solutions.
- Automatic cleaning apparatus include pipette washer, ultrasonic cleaner and dishwasher.

References for handling and transport of dangerous goods include:
- AS 2243 - Safety in Laboratories
- AS 2508 - Safe Storage and Handling Information cards
- AS 3780 - Storage and Handling of Corrosive Substances
- AS 1940 - Storage and Handling of Flammable and Combustible Liquids
- AS 4452 - Storage and Handling of Toxic Substances
- AS 4332 - Storage and Handling of Gases in Cylinders
- Hazchem codes
- confined space legislation.

Communication could involve:
- other people such as:
  - laboratory
  - production
  - administration
  - cleaning staff
- issues such as:
  - spillages
  - stock requirements
  - potential hazards
  - hygiene issues
  - waste disposal.

**Specific industry variables**

*Additional variables may apply for each industry sector below.*

**Process manufacturing and construction materials industries**
- specialised procedures for cleaning surfaces contaminated with raw materials or products (eg, bitumen)
Biomedical and environmental services

- cleaning work areas and/or equipment surfaces contaminated with blood, faeces, urine or microorganisms in accordance with standard precautions and/or NHMRC guidelines
- specialised procedures for cleaning and/or autoclaving glassware and equipment, for example:
  - treatments required for killing/deactivating microorganisms
  - treatment required for killing spores
  - types of detergents used for glassware (e.g., phosphates free)
  - preparation of plugged pipettes
  - correct disposal of infected materials (such as pipette tips, disposable containers, gloves and tubes).

Food and beverage processing industries

- cleaning work areas and/or equipment surfaces contaminated with food residues (e.g., fat, protein) or microorganisms
- specialised procedures for cleaning and/or autoclaving glassware and equipment, for example:
  - treatments required for killing/deactivating microorganisms
  - treatment required for killing spores
  - types of detergents used for glassware (e.g., phosphates free)
  - preparation of plugged pipettes
  - correct disposal of waste materials (such as pipette tips, disposable containers, gloves and tubes).

Updating information

Changes in codes of practice and applicable standards should be noted.
EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

Critical aspects of competency

Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package.

Competency must be demonstrated by the ability to safely follow work procedures relating to laboratory maintenance. In particular, the assessor should look to see that the candidate can:

- safely clean work preparation areas and equipment using appropriate cleaning agents and equipment
- safely remove spillages and dispose of wastes
- disinfect and/or decontaminate work areas and equipment as required
- minimise the risk of contamination of self, others and the laboratory
- safely store laboratory equipment and materials
- monitor and report stock levels and the condition of laboratory equipment
- keep accurate records
- report potential hazards.

Essential knowledge

Cross industry

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain workplace procedures and protocols relating to the:

- cleaning, decontamination and/or disinfection of work surfaces
- cleaning, decontamination and/or disinfection and storage of equipment
- minimisation and disposal of waste
- monitoring of laboratory stocks.

Competency also includes the ability to apply the information contained in material safety data sheets (MSDSs) for materials handled regularly during the performance of maintenance tasks.

Assessment context

This unit of competency is to be assessed in the workplace or simulated workplace environment.
Interdependent assessment of unit

This unit of competency may be assessed with:

- PML OHS 300 A - Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites.

Assessment methods and resources

Competency in this unit should be assessed over sufficient time to enable the candidate to complete tasks contained in a routine maintenance cycle or schedule. The following assessment methods are suggested:

- observation of the candidate’s techniques for cleaning, decontamination, disinfection and/or removal of spillages and waste disposal
- review of stock control records completed by the candidate
- feedback from supervisors and peers
- questioning to assess underpinning knowledge of regulations and procedures where direct observation is difficult (such as dealing with hazards) and choice of reagents and equipment. Questioning techniques should be appropriate to the candidate’s language and literacy levels.

Resources may include:

- work preparation areas, stocks, glassware and equipment
- cleaning, decontamination and/or disinfection agents and apparatus
- personal protection equipment
- stock order firms, labels and records/forms.

This competency in practice

*Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.*

Process manufacturing and construction materials industries

On receipt of a bulk container of cleaning or sanitising agent, a laboratory assistant always attached to the container a description of its method of use. The assistant also attached a list of the surfaces, apparatus, utensils and machines that could be safely treated with that chemical agent as outlined in the company’s quality manual. This practice reduced the likelihood of misuse of the chemical, wastage, damage to equipment and inadequate cleaning and sanitation.

Biomedical and environmental services

Laboratory assistants and technical officers routinely examine fluids for microorganisms using a microscope. They examine fluids such as urine, sea water, chlorinated pool water, water from catchment areas and bottled water.
To maintain microscopes in working order, they thoroughly clean the stage, oculars and each objective after use and sometimes between samples. The 100X objective requires particular care since this is the oil immersion objective. The oil is slightly acidic and will slowly corrode the objective if its not cleaned thoroughly and regularly. After using the 100X objective they also take care not to drag the other objectives through the oil.

**Food and beverage processing industries**

A laboratory assistant regularly uses standard pH solutions to calibrate the laboratory’s pH meters. The assistant is aware from the label that the shelf life of these solutions after opening is two months and records the opening and disposal dates on the container. The assistant is also aware that the shelf life of these particular buffer solutions is twelve months from the date of manufacture and monitors this by noting the production date on the bottle. Requests for stock replacement take into account the normal rate of use of these buffer solutions so that unopened bottles have not reached their expiry date before use.

**Key competencies**

*This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:*

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<tbody>
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<td>Level 1</td>
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<td>Level 1</td>
<td>Level 1</td>
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</tr>
</tbody>
</table>
**Unit Title:**
Perform basic tests

**Unit descriptor**
This unit of competency covers the ability to perform basic tests and/or procedures using standard methods.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Receive, label and store samples for testing | 1.1 Label laboratory samples to ensure all required information is transcribed accurately and legibly  
1.2 Register samples into laboratory system  
1.3 Record sample testing requirements  
1.4 Maintain sample integrity and eliminate cross-contamination |
| 2 Prepare sample | 2.1 Identify materials to be tested, appropriate standard method and safety requirements  
2.2 Use personal protective equipment as specified for standard method and material to be tested  
2.3 Record sample description, compare with specification, record and report discrepancies  
2.4 Prepare sample in accordance with appropriate standard methods |
| 3 Perform tests on samples | 3.1 Check calibration status of equipment and calibrate if applicable  
3.2 Perform sequence of tests to be performed as per standard method  
3.3 Identify, prepare and weigh or measure sample and standards to be tested  
3.4 Set up test reagents or equipment/instrumentation as per standard method  
3.5 Conduct tests in accordance with enterprise procedures  
3.6 Record results in accordance with enterprise procedures  
3.7 Identify and report “out of specification” or atypical results promptly to appropriate personnel  
3.8 Clean and care for test equipment |
3.9 Store unused reagents as required by relevant regulations and codes
3.10 Dispose of wastes in accordance with safety, enterprise and environmental requirements.

RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency describes the work conducted by supervised laboratory assistants who receive samples, prepare them for laboratory testing and perform a range of basic tests and measurements.

All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements. These procedures include or have been prepared from:

- Australian and international standards, such as:
  - AS/NZS 2243.2 Chemical aspects
  - AS 2243.6 Mechanical aspects
  - AS 2243.10 Storage of chemicals
  - AS 2830 Good laboratory practice
- codes of practice (such as GLP and GMP)
- National Measurement Act
- material safety data sheets (MSDSs)
- standard operating procedures (SOPs)
- equipment manuals
- equipment startup, operation and shutdown procedures
- calibration and maintenance schedules
- quality manuals
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.

All operations are subject to stringent OHS requirements. Relevant standards may include:

- sections of the Occupational Health and Safety legislation
- enterprise safety rules and procedures
- relevant State and Federal legislation
- national standards
- codes of practice.
Preparation of samples can include:

- sub-sampling or splitting using procedures such as riffling, coning and quartering, manual and mechanical splitters
- physical treatments such as ashing, dissolving, filtration, sieving, centrifugation and comminution.

Typical tests carried out by personnel at this level include:

- appearance, colour, identity
- melting points, boiling points, refractive indices, densities including compacted densities, viscosity measurements
- ashes including sulfated ashes
- Emerson class, pinhole dispersion, wet dry variation, Los Angeles abrasion, compression strength and flexural strength
- spot tests, gravimetric tests, time/temperature, texture, pH and dipsticks.

**Updating information**

Changes in codes of practice and applicable standards should be noted.

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**EVIDENCE GUIDE**

*Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.*

**Critical aspects of competency**

**Cross industry**

*The following aspects of competency apply to all industry sectors covered by this Training Package.*

Competency must be demonstrated in the ability to receive and prepare samples, and perform tests on samples to obtain accurate and reliable results within the required timeframe. In particular, the assessor should look to see that the candidate:

- applies SOPs to efficiently prepare samples for test and analyses
- uses safety information (eg, MSDSs) and performs procedures safely
- checks testing equipment calibration status
- completes all tests within required timeline without sacrificing safety, accuracy or quality
- calculates, records and presents results accurately and legibly
- cleans and maintains equipment.
Essential knowledge

Cross industry

*The following knowledge requirements apply to all industry sectors covered by this Training Package.*

Competency includes the ability to apply and explain the:

- purpose of test
- principles of the standard method
- calibration procedures and their basis
- relevant standards/specifications and their interpretation
- source of uncertainty in measurement and methods for control
- importance and appropriate use of certified reference materials
- relevance of the National Measurement Act to laboratory measurement
- interpretation and recording of test result, including calculation of results from test data where required
- procedures for recognition of unexpected or unusual results and likely causes
- OHS procedures for sample testing.

Assessment context

This unit of competency is to be assessed in the workplace or simulated workplace environment

Interdependent assessment of unit

This unit of competency may be assessed with:

- PML DATA 300 A – Process and record data
- PML TEST 302 A – Calibrate test equipment and assist with its maintenance.

This unit of competency has no prerequisites.

Assessment methods and resources

The following assessment methods are suggested:

- observation of the candidate performing a range of basic tests
- oral or written questioning to check underpinning knowledge of test procedures
- feedback from peers and supervisors
- examples of records and workplace documentation completed by the candidate
- analysis of results achieved by the candidate over time.

Resources may include:

- standard laboratory equipped with appropriate equipment and calibration standards
- SOPs, calibration and testing procedures.
This competency in practice

_Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting._

**Process manufacturing and construction materials industries**

Standard testing methods may be viewed as “legal” requirements that must be followed to ensure that a product manufactured in a chemical plant meets the specification by which it is sold to the customer. Technical assistants perform tests in a quality control laboratory to ensure that material meets “legal” requirements and the material is safe and effective in use.

Peroxides may be present in ether as a result of light-catalysed air oxidation. Peroxides are toxic and can give rise to mixtures which are explosive when distilled. Technical assistants test ether to ensure that the level of peroxide is within acceptable limits. The test is done by shaking ether with a solution of potassium iodide. After standing for 30 minutes in the dark the yellow colour of the aqueous phase, due to the liberation of iodine, must not be more intense than a prepared standard solution. These tests ensure the quality and safety of the ether.

**Food and beverage processing industries**

The Eldorado Snack Food Company produces a range of high quality, impulse purchase snack foods. Some of these products are moisture and/or oxygen sensitive and are therefore packaged in multi-layer flexible packaging to provide optimum shelf-life. The packaging must also be able to withstand the rigours of the production and distribution process.

While the packaging is purchased to meet the shelf-life and distribution specifications, the quality assurance program requires the periodic evaluation of the packaging materials against these specifications. The tests conducted include tearing resistance, bursting strength, impact resistance and permeability and/or leakage. Tests are also conducted on aspects of the manufacturing process that can affect shelf-life. These tests involve the measuring of the heat-seam strength and the sealing performance of the closure process.

The test results are recorded by the laboratory assistant to verify the conformance of the materials to the supplier specifications and of the process to the manufacturing specifications. The assistant reports any anomalies or non-conformances to the appropriate personnel.

**Key competencies**

_This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:_

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</table>
### Unit Title:
Perform biological laboratory procedures

**PML TEST 301 A**

**Unit descriptor**

This unit of competency covers the ability to perform a range of biological laboratory procedures that are part of diagnostic testing, scientific research, product development and quality assurance. The performance of some procedures in the field may be applicable and can be accommodated within this unit.

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<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
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<tr>
<td><strong>1</strong> Prepare specimens for microscopic examination</td>
<td>1.1 Ensure microscope slides are clean and scratch free to reduce production of artefacts</td>
</tr>
<tr>
<td></td>
<td>1.2 Mix samples where relevant to achieve homogeneous suspension</td>
</tr>
<tr>
<td></td>
<td>1.3 Prepare thin films of blood or other particulate samples to achieve monolayer</td>
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<tr>
<td></td>
<td>1.4 Minimise generation of aerosols as smears or films are prepared</td>
</tr>
<tr>
<td></td>
<td>1.5 Prepare whole mounts to demonstrate intact organisms</td>
</tr>
<tr>
<td></td>
<td>1.6 Label smears, films, and sections to ensure reliable identification during and after processing</td>
</tr>
<tr>
<td><strong>2</strong> Stain smears, films, sections and whole mounts</td>
<td>2.1 Fix smears of films to minimise cell damage and the production of artefacts</td>
</tr>
<tr>
<td></td>
<td>2.2 Stain fixed material to illustrate required tissue or cell characteristics</td>
</tr>
<tr>
<td></td>
<td>2.3 Mount stained films, sections and whole mounts to ensure long term preservation</td>
</tr>
<tr>
<td></td>
<td>2.4 Prepare permanent labels for smears, films and sections according to enterprise requirements for presentation, storage and retrieval</td>
</tr>
</tbody>
</table>
3. Process plant and animal tissue

3.1 Organise processing agents to ensure dehydration, clearing and infiltration are complete

3.2 Embed processed tissue in embedding medium ensuring correct orientation of tissue

3.3 Select appropriate conditions to allow even setting of the embedding medium

3.4 Apply enterprise requirements for replenishing reagents to maintain readiness of the processor

4. Cut sections of plant and animal tissue

4.1 Place and secure block and knife in microtome strictly in accordance with safety directions

4.2 Cut ribbons of representative sections at the required thickness observing prescribed safety measures

4.3 Float ribbons of sections onto a water bath at an appropriate temperature to flatten sections

4.4 Select sections demonstrating the required macroscopic properties for subsequent procedures

4.5 Ensure the microtome and knife are left free of wax and moisture to maximise knife use and minimise instrument damage

4.6 Cut free hand sections of plant tissue as required

5. Count cells

5.1 Mix sample to ensure homogeneity of components

5.2 Select diluent to preserve or enhance visibility of the cells to be counted

5.3 Dilute sample adjusting dilution to enable individual cells to be reliably counted

5.4 Select a clean, dry counting chamber and coverslip to ensure even distribution of cells during filling

5.5 Fill the counting chamber in one continuous flow to achieve a flood without bubbles or overflow

5.6 Count the cells in an approved systematic way to minimise counting errors

5.7 Calculate the number of cells in the original sample

5.8 Ensure calculations are consistent with estimations
<table>
<thead>
<tr>
<th>6</th>
<th>Work safely to protect the safety of self and other workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Ensure personal safety and minimise cross contamination through the use of protective apparel</td>
</tr>
<tr>
<td>6.2</td>
<td>Handle all specimens and equipment in accordance with enterprise safety protocols</td>
</tr>
<tr>
<td>6.3</td>
<td>Perform aseptic transfer of specimen when necessary</td>
</tr>
<tr>
<td>6.4</td>
<td>Clean up spills using appropriate techniques to protect personnel, work area and environment</td>
</tr>
<tr>
<td>6.5</td>
<td>Minimise generation of waste</td>
</tr>
<tr>
<td>6.6</td>
<td>Dispose of biological and non-biological wastes safely</td>
</tr>
</tbody>
</table>

### RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

#### Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency typically applies to laboratory assistants who perform biological laboratory procedures as part of their job in a biology, environment testing, food or pathology laboratory. All operations are performed in accordance with standard operating procedures and other enterprise documentation.

All operations assume the potential infectivity of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures. Where there is apparent conflict between performance criteria and occupational health and safety requirements, the occupational health and safety requirements take precedence.

Information sources could include:

- enterprise operating procedures
- safety manuals describing (eg, protective apparel requirements, indications for use of biohazard and laminar flow cabinets, containment and cleanup of spillages, and disposal of wastes
- procedures for the labelling and processing of samples and sub-samples
- storage requirement procedures
- enterprise quality manuals
- material safety data sheets (MSDSs).
Biological procedures could include the following:

- preparation of smears, impression smears, squashes, films and whole mounts
- staining fixed smears for demonstration of bacteria by the methylene blue and Gram staining techniques
- cutting paraffin sections of kidney, liver, small intestine, stomach and tongue
- cutting paraffin sections of dicotyledon and monocotyledon stems as seasonally available
- staining fixed blood films by a Romanowsky technique
- staining of animal or plant tissues to differentiate cytoplasmic and nuclear detail
- preparation of whole mounts such as liver flukes, planaria and samples of animal faeces to demonstrate ova, cysts and larvae
- counting cells in blood or other particulate samples (eg, a yeast suspension).

**Updating information**

Changes in codes of practice and applicable standards should be noted.

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**EVIDENCE GUIDE**

*Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.*

**Critical aspects of competency**

**Cross industry**

*The following aspects of competency apply to all industry sectors covered by this Training Package*

Competency must be demonstrated in the ability to prepare a range of biological specimens for microscopic examination. In particular the assessor should look to see that the candidate can:

- maintain personal safety and minimise cross contamination
- trace specimen identification through all steps from receiving a specimen through to completion of a procedure
- remove proteinaceous material and clean reusable glassware
- prepare a squash to demonstrate organelles as appropriate
- prepare blemish free sections according to enterprise procedures
- perform regressive haematoxylin and eosin staining on a range of animal tissues to show cytoplasmic and nuclear detail of an acceptable intensity
- perform differential staining techniques on selected monocotyledon and dicotyledon stem sections to demonstrate the structure of vascular bundles (xylem, phloem and cambium)
- produce stained smears of bacteria that illustrate Gram positive and Gram negative reactions for organisms of known Gram reaction
• stain blood films with a Romanowsky technique to clearly show differentiation of granulocytes
• stain whole mounts of helminths
• set up light paths on a microscope for bright field illumination for microscopic examination up to 1000 magnification.

**Essential knowledge**

**Cross industry**

*The following knowledge requirements apply to all industry sectors covered by this Training Package.*

Competency includes the ability to apply and explain the:

• relationship of procedures to the investigation of normal and abnormal anatomy physiology, and other related aspects of the biology and pathology of specimens and samples analysed in life science laboratories
• importance of obtaining a monolayer of cells in smears and films
• importance of rapid fixation of smears and films
• theory of the Gram reaction related to cell membrane structure and chemistry
• importance of a clear light path for microscopic identifications
• functions of the components of a rotary microtome
• safety precautions relevant to microtomy
• theory of regressive haematoxylin and eosin staining
• importance of isotonicity in maintaining cell membranes
• importance of the correct filling of counting chambers
• importance of counting cells in a systematic way
• relevant standards/specifications and their interpretation
• sources of uncertainty in measurement and methods for control
• importance and appropriate use of certified reference materials
• relevance of the National Measurement Act to laboratory measurement.

**Assessment context**

This unit of competency is to be assessed in the workplace or simulated workplace environment.

**Interdependent assessment of unit**

This unit of competency may be assessed with:

• PML TEST 305 A – Perform aseptic techniques
• PML DATA 300 A – Process and record data
• PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites. Individual enterprises may choose to add other relevant prerequisites.
Assessment methods and resources

The following assessment methods are suggested:

- preparation and staining of smears, impression smears, squashes, films, sections and whole mounts
- counts of cells in particulate suspensions and calculation of numbers of cells per volume
- feedback from supervisors and peers on adherence to enterprise/technical procedures
- questioning to assess underpinning knowledge. Questioning techniques should be appropriate to the candidate’s language and literacy levels.

Resources may include:

- broth and agar cultures of suitable bacteria and yeasts
- animal and plant tissues and paraffin blocks
- animal faeces containing selected helminth ova, cysts and larvae.

Under duty of care requirements, off job training providers should ensure that blood samples are known to be antibody free for hepatitis B and C, syphilis and human immunodeficiency viruses.

This competency in practice

*Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.*

Biomedical and environmental services

A laboratory assistant works in the microbiology laboratory of a public hospital and is responsible for preparing and staining smears from patients to check for chest infections. The assistant puts on a clean gown and gloves before collecting the specimens from the reception area of the laboratory. The assistant prepares cultures of the sputum specimens on simple and selective media before preparing, fixing and staining smears for microscopic examination. She/he then examines the smears and cultures to identify any organisms present.

Food and beverage processing industries

A customer complaint was received about the baking properties of a flour delivery. The laboratory assistant at the flour mill was given the task of preparing iodine stains of the returned flour and a range of baked and partially baked products prepared from it. The assistant made up fresh iodine staining solution and then prepared slides of each sample for microscopic examination. She/he identified the characteristic starch granules of the flour sample and recorded the degree of gelatinisation under the microscope in the starch granules in the baked samples.
Key competencies

This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

<table>
<thead>
<tr>
<th>Communicating ideas &amp; information</th>
<th>Collecting, analysing &amp; organising information</th>
<th>Planning &amp; organising activities</th>
<th>Working with others and in teams</th>
<th>Using mathematical ideas and techniques</th>
<th>Solving problems</th>
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</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# Unit Title:
## Prepare working solutions

### Unit descriptor

This unit of competency covers the ability to prepare working solutions and to check that existing stocks are suitable for use. This unit assumes that calculations of quantities, choice of reagent grades and required dilutions will be specified by the supervisor.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Safely use laboratory chemicals, glassware and equipment | 1.1 Apply appropriate safety precautions for use of laboratory equipment and hazardous chemical materials  
1.2 Use appropriate laboratory glassware and measuring equipment  
1.3 Clean and store glassware and equipment in accordance with enterprise procedures |
| 2 Make up working solutions | 2.1 Identify the relevant standard methods for solution preparation  
2.2 Assemble specified laboratory equipment  
2.3 Select and prepare materials and solvent of specified purity  
2.4 Measure appropriate quantities of reagents for solution preparation and record data  
2.5 Prepare labels and log solution details in laboratory register  
2.6 Transfer solutions to appropriately labelled containers |
| 3 Check existing stock solutions | 3.1 Monitor shelf-life of working solutions as per laboratory procedures  
3.2 Replace out-of-date or reject solutions as per laboratory procedures  
3.3 Conduct routine titrimetric analyses, if appropriate, to determine if solutions are fit for purpose. |
RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency describes the work conducted by supervised laboratory assistants who prepare a range of working solutions for laboratory use. Test solutions include those required to perform laboratory tests. All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements. These procedures include or have been prepared from:

- Australian and international standards such as:
  - AS 2162.1 General – volumetric glassware
  - AS 2163 Laboratory glassware – measuring cylinders
  - AS 2165 Laboratory glassware – burettes
- codes of practice (such as GLP and GMP)
- material safety data sheets (MSDSs)
- National Measurement Act
- standard operating procedures (SOPs)
- equipment manuals
- equipment startup, operation and shutdown procedures
- calibration and maintenance schedules
- quality manuals
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.

All operations are subject to stringent OHS requirements. Relevant standards may include sections of the occupational health and safety legislation, enterprise safety rules and procedures, relevant State and Federal legislation, national standards or codes of practice.

The nature of test solutions covered by this competency will depend on the enterprise and the range of testing carried out. Typical test solutions may include:

- solutions required for diagnostic/analytical and limit tests in food and chemical laboratories (eg, sulphates, chlorides, heavy metals)
- solutions such as stains for standard diagnostic/analytical procedures in biomedical/environmental laboratories (eg, cell staining, fixation of cells and tissues, suspension of cells, titrimetric indicators)
- solutions required for laboratory maintenance and disinfection (eg, 70% ethanol, hypochlorite).
This unit of competency may include the use of items of equipment such as:

- pH meters
- balances
- magnetic stirrers, waterbaths and hot plates
- measuring cylinders, beakers, conical flasks, volumetric flasks, pipettes, burettes
- filter papers and funnels
- fume cupboards.

Monitoring quality of solutions can include:

- noting turbidity to exclude absorption of moisture
- noting deposits to exclude microbial contamination or chemical degradation
- noting crystals to exclude evaporation
- titration to check concentration
- colour changes indicating a pH shift with solutions containing indicators.

Concentration terms may include:

- % w/w
- % w/v
- % v/v
- ppm (mg/L)
- molarity.

**Updating information**

This unit of competency does not contain detailed information that requires regular updating.
EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

Critical aspects of competency

Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package.

Competency must be demonstrated in the ability to prepare working solutions and check solution stocks to ensure that they are suitable for use. In particular, the assessor should look to see that the candidate:

- uses appropriate materials, equipment and procedures to prepare solutions
- follows appropriate OHS and hygiene procedures
- uses all equipment safely, appropriately and efficiently
- uses enterprise procedures to calculate concentrations
- identifies solutions not fit for use
- uses titrations to determine the concentration of solutions
- label and stores solutions appropriately
- records and present data appropriately.

Essential knowledge

Cross industry

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain:

- relevant biological, chemical, food and laboratory terminology as applicable
- basic theory of acids, bases, salts, buffers and neutralisation
- enterprise procedures for preparing solutions
- calculations required to prepare specified amounts of solutions of specified concentration
- appropriate OHS procedure for preparing, handling and disposal of solutions
- use of MSDSs.
Assessment context

This unit of competency is to be assessed in the workplace or simulated workplace environment.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PML DATA 300 A – Process and record data
- PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites.

Assessment methods and resources

The following assessment methods are suggested:

- observation of the candidate preparing working solutions
- oral or written questioning
- feedback from peers, and supervisors
- examples of solution records and workplace documentation completed.

Resources may include:

- standard laboratory equipped with appropriate equipment and reagents
- standard operating procedures and testing methods.

This competency in practice

*Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.*

Process manufacturing and construction materials industries

When starting materials used for the manufacture of common household materials are in transit from the supplier to the manufacturer, they may degrade if subjected to conditions such as heat, moisture, light and oxygen. Even when the supplier ships quality materials to the manufacturing plant, the materials may be substandard when they arrive.

Quality control tests are designed to test starting materials to ensure they are within specification. For example, aspirin forms salicylic acid when stored under adverse conditions. Laboratory assistants prepare and monitor the quality of solutions, such as ferric chloride solution, which gives an intense violet colour when added to salicylic acid but gives no colour with aspirin. Absence of the violet colouration indicates that breakdown of the aspirin hasn’t occurred.
Biomedical and environmental services

A laboratory assistant made up 1 litre of buffer solution using buffer tablets and a 1 litre volumetric flask as specified in the method. To ensure the solution was suitable for use, the assistant measured the pH and found it was within acceptable range. The assistant then appropriately labelled a storage vessel and stored the buffer according to requirements. By following enterprise procedures the shelf life of the buffer was maximised.

Food and beverage processing industries

A laboratory assistant is required to determine the percentage of ethanol by volume in a new brand of beer. The assistant cleans a specific gravity bottle in chromic acid, thoroughly dries it at room temperature and then fills the bottle with degassed beer. The assistant measures the mass of the bottle on an analytical balance, looks up the alcohol content of the beer using specific gravity tables and records these results as per enterprise procedures.

Key competencies

*This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:*

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</tr>
</tbody>
</table>
## Unit Title:
**Perform aseptic techniques**

### PML TEST 305A

### Unit descriptor

This unit of competency covers the ability to perform aseptic techniques during sampling, and generic microbiological procedures in field and laboratory work, to maintain the integrity of the sample source and the sample and to produce reliable microbiological test data.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Prepare for aseptic sampling or transfer | 1.1 Ensure that any sampling procedure conforms with the requirements of the sampling plan  
1.2 Wear required protective apparel suitable to the procedure  
1.3 Prepare the work area for safe and effective sample transfer  
1.4 Select equipment and materials specified by the procedure  
1.5 Organise equipment to minimise contamination during manipulations  
1.6 Label containers for clear identification  
1.7 Record details in relevant log or database |
| 2 Transfer materials aseptically | 2.1 Protect the integrity of the sample source by sterilising the sampling site and flaming the mouth of transport or culture vessel  
2.2 Sterilise inoculating loops and/or pipette where used to prevent contamination  
2.3 Perform transfer minimising opportunities for contamination and cross-infection  
2.4 After transfer, and before sealing the transport or culture vessel, flame the vessel mouth to maintain sterility  
2.5 Re-sterilise inoculating loops, minimising the generation of aerosols  
2.6 Streak plate inoculations to maximise potential for single colony growth and to avoid contamination  
2.7 Label transport or culture vessels for clear identification |
3 Maintain work area and equipment to prevent cross-infection and contamination

3.1 Place disposable and reusable items into relevant receptacles
3.2 Clean and disinfect work area and equipment after use
3.3 Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal.

RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency describes the performance of aseptic techniques used in microbiological tasks performed by laboratory technicians in the biomedical, environmental, food and beverage industry sectors.

All work assumes the potential infectivity of samples and materials presented for laboratory processing. Facilities, equipment and processes would conform to the recommendations of AS/NZ 2243.3 Safety in laboratories, Part 3: Microbiology, and National Health and Medical Research Council guidelines on infection control.

Aseptic sampling and transfers will typically involve accessing a sample source, using specified equipment to remove a sample and transferring it to a specified vessel without:

- contamination of the sample source
- contamination of the sample
- cross contamination.

Sampling transfers may include sample pot and transfer media and the subculturing and/or passaging of culture to:

- sterile broth
- media for isolation of colony
- tissue culture media
- media for continuous culture systems.

Samples could include:

- body fluids and liquids
- water and soil
- sterile pharmaceuticals
- yeasts and moulds
- milk and yoghurt

- swabs and smears
- propagation tissue
- plant material
- bacterial cultures
- fermented foods and beverages.
Equipment may include:

- transfer equipment, such as inoculating loops, pipettes (quantitative and qualitative), flasks, tubes and spatulas
- bunsen burners and bench incinerators
- anaerobic jars
- incubators, waterbaths, refrigerators, freezers and possibly dry ice and liquid nitrogen cylinders
- laminar flow units and biohazard cabinets
- personal protective equipment such as gloves, gown, mask and safety glasses
- autoclave or pressure cooker
- swabs
- continuous culture systems.

The range of material may involve:

- solid and/or liquid media
- supplied media (eg, media manufactured in the enterprise or raw material supplies for media)
- disinfecting and sterilising agents and materials (eg, Methylated spirits, ethanol and ether)
- disposable equipment and clothing
- tissue culture media
- growth media in broths, plates, deeps or slopes
- receptacles for safe disposal of wastes and for processing of reuseable materials
- bar coding material and labels.

Workplace hazards and hazardous events may include:

- accessing the sample from difficult or dangerous areas
- dry ice and liquid nitrogen vapour
- UV light sources
- bunsen burners
- molten agar
- sharps
- chemical, biological and radioactive spills.

Workplace information may include:

- standard operating procedures (SOPs)
- specifications for safe waste disposal of biohazardous materials
- production schedules and instructions
- work notes
- material safety data sheets (MSDSs)
- manufacturer’s instructions
- verbal instructions from laboratory manager, supervisor or senior technician
- Guidelines for small scale genetic manipulation work.
It is expected that all procedures including recording of samples, operation of equipment and cleaning/decontamination will be carried out according to established laboratory procedures and these may vary across sectors. All sterilising equipment must meet Workcover requirements. All samples and wastes must be handled in accordance with OHS guidelines and Australian Standard (AS) 2243.3.

**Updating information**

Changes in codes of practice and applicable standards should be noted.

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**EVIDENCE GUIDE**

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

**Critical aspects of competency**

**Cross industry**

The following aspects of competency apply to all industry sectors covered by this Training Package.

Competency must be demonstrated in the ability to perform aseptic techniques to preserve the integrity of samples and preventing contamination of personnel, work area and environment. In particular, the assessor should look to see that the candidate:

- prevents cross contamination of sample source and sample
- manipulates equipment to prevent contamination of culture medium during transfer
- sterilises equipment as required to prevent cross contamination of work area, personnel and environment.

**Essential knowledge**

**Cross industry**

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain:

- principles of infection control related to occupational health and safety and to sampling and transfer of materials in microbiological investigations
- disinfection and sterilisation procedures used in the collection, processing and safe disposal of samples and materials
- importance of pure culture techniques and aseptic transfer to the successful microbiological investigation and correct interpretation of laboratory results
- growth requirements of micro-organisms (bacteria, fungi, protozoans, viruses and multicellular parasites) in terms of their laboratory culture
- effects of physical and chemical agents on microbial growth and death.

The candidate must be able to follow defined OHS policies and procedures. In some instances the candidate may also need to apply:

- environmental requirements
- infection control procedures
- food safety principles.

**Specific industry**

*Additional knowledge requirements apply for each industry sector below.*

**Food and beverage processing industries**

- food spoilage symptoms
- beneficial/detrimental organisms relevant to specific food industry sector.

**Assessment context**

This unit of competency is to be assessed in the workplace or simulated workplace environment.

**Interdependent assessment of unit**

This unit of competency may be assessed with:

- PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites.

**Assessment methods and resources**

The following assessment methods are suggested:

- observation of the candidate successfully transferring a range of samples
- written and/or oral questioning to assess underpinning knowledge. Questioning will be appropriate to the language and literacy levels of the candidate.

Resources may include:

- workplace procedures
- Food Standards Code
- State Dairy Corporation standards
- medical/pathology documentation
- material safety data sheets (MSDSs).
This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

Biomedical and environmental services

As a preparation for antibiotic sensitivity testing and biochemical identification of presumed pathogenic bacteria, a technical assistant was asked to prepare a sterile peptone suspension of a lactose fermenting colony, previously identified by the supervisor on a MacConkey’s agar plate.

The assistant labelled a 5mL tube of peptone broth with the sample number and a code for the identified colony and then donned a pair of disposable gloves. Bringing the labelled tube and the MacConkey’s plate near to the Bunsen, (s)he took an inoculating loop and sterilised it in the incandescent flame. (S)he carefully cooled the loop in a sterile area of the agar and gently scraped off half the colony. With the other hand, and in the vicinity of the heated air of the Bunsen, (s)he removed the cover of the peptone tube in her/his crooked finger. In a continuous and coordinated way (s)he flamed the lip of the tube and emulsified the colony in the broth. (S)he then flamed the lip of the tube and replaced its cover. Finally, (s)he resterilised the inoculating loop introducing and holding it in the bunsen flame to minimise the generation of bacterial aerosols.

Food and beverage processing industries

As part of the quality assurance program at an ice-cream manufacturer, six ice-creams were removed from the production line and placed in sterile bags then stored in the freezer in the microbiology laboratory. Later in the morning, the laboratory assistant removed the samples from the freezer, registered the samples with the date received and test code and signed the register book. The samples were then placed into a water bath set at 42°C. While the samples were melting the laboratory assistant labelled the respective agar plates with the registered codes. Using aseptic techniques the assistant carefully transferred 1ml of ice-cream mix into the total plate count agar. The plates were then placed in the incubator and recorded.

Key competencies

This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

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<td>Level 2</td>
<td>Level 1</td>
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<tr>
<td>Unit Descriptor</td>
<td>Develop and Implement Work Unit Plans</td>
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<td>This unit covers achieving results through planning.</td>
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<thead>
<tr>
<th>Key Area</th>
<th>Working in Government</th>
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</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Participate in planning activities of the work unit</td>
<td>1 Contributions to work plans reflect consideration of corporate goals and their relationship to workgroup and individual needs</td>
</tr>
<tr>
<td></td>
<td>2 Contributions to work unit plans reflect consideration of relevant issues including staffing procedures, resourcing allocations and requirements, and identified time frames</td>
</tr>
<tr>
<td></td>
<td>3 Planning activities as requested are completed within the defined time frame and meet the organisations standards</td>
</tr>
<tr>
<td></td>
<td>4 Individual work plans promote the achievement of work unit objectives</td>
</tr>
<tr>
<td></td>
<td>5 Plans reflect personal and organisational accountability to all clients</td>
</tr>
<tr>
<td></td>
<td>6 Feedback is sought and acted on in relation to effectiveness of planning activities</td>
</tr>
<tr>
<td>2 Set objectives</td>
<td>1 Objectives are consistent with and linked to organisational aims</td>
</tr>
<tr>
<td></td>
<td>2 Objectives are stated as measurable targets with clear performance indicators</td>
</tr>
<tr>
<td>3 Implement and evaluate work plans</td>
<td>1 Work methods and practices to implement plans are identified in consultation with others</td>
</tr>
<tr>
<td></td>
<td>2 Work plans are the basis for completion of work according to time, workplace requirements and specified standards</td>
</tr>
<tr>
<td></td>
<td>3 Problems in implementing work plans are monitored and solutions proposed within area of responsibility</td>
</tr>
<tr>
<td></td>
<td>4 Work plans are revised according to changes in work priorities and organisational needs</td>
</tr>
</tbody>
</table>
Range of Variables

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Information may include
- relevant legislation affecting organisational administration
- organisation, corporate and strategic plans and activity calendars
- relevant industrial awards
- Department of Finance Circulars (or equivalent)
- organisation financial and personnel management guidelines
- technology and data associated with work

Plans may include
- daily work plans
- project plans
- specific purpose plans including EEO, industrial democracy and OS&H
- resource plans

Evidence Guide

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- personal results are achieved within the context of the area’s work plan and organisation corporate goals

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV401A Apply Knowledge of Government Processes, PSPGOV403A Use Resources to Achieve Work Unit Goals, PSPGOV405A Provide Input to the Change Process, and PSPGOV406A Gather and Analyse Information

Underpinning knowledge
- effective planning processes
- corporate goals or aims
- organisational procedures
- EEO, equity and diversity principles

Underpinning skills
- planning
- problem solving
- evaluation
- negotiation
- cross cultural competence, including gender and disability

Resource implications
simulation or case studies for off-the-job assessment

Consistency of performance
knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
this competency may be assessed on or off-the-job
### KEY COMPETENCY LEVELS

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
## Unit: PSPPM401A Develop a Project

### Unit Descriptor
This unit covers project planning for generally low risk projects which may be small scale and managed by one person or a person managing a small team.

When this unit is completed in conjunction with PSPPM402A and PSPPM403A, the three units together are equivalent to the eight private sector Project Management competency standards: BSX154L402A - BSX154L409A inclusive.

### Key Area
Project Management

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify project goals and objectives</td>
<td>1 Project aims and objectives are clearly defined in the project plan and milestones and performance indicators required to achieve deliverables are identified</td>
</tr>
<tr>
<td></td>
<td>2 Stakeholders are identified and their requirements addressed in the project plan</td>
</tr>
<tr>
<td></td>
<td>3 The project is designed in accordance with the organisation’s policies and procedures and in consultation with specialists to meet user requirements</td>
</tr>
<tr>
<td></td>
<td>4 Indicators to monitor the performance of the project are developed, under guidance, and agreed by relevant parties</td>
</tr>
<tr>
<td>2 Undertake initial analysis</td>
<td>1 Research and analysis is undertaken to identify constraining factors and alternate options</td>
</tr>
<tr>
<td></td>
<td>2 Scoping of the project is undertaken to organisational standards and within guidelines</td>
</tr>
<tr>
<td></td>
<td>3 Options and solutions are identified, advice is sought and recommendations made in an analysis report which reflects the strategic direction of the organisation/work unit</td>
</tr>
</tbody>
</table>
### Elements

#### Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Undertake project planning and assess risks</td>
<td>1 Relevant specialists are consulted to advise on potential risks and options to manage risks are investigated and clearly recorded in the project plan</td>
</tr>
<tr>
<td></td>
<td>2 Project plans are developed in consultation with relevant parties and appropriate approvals are sought and recorded</td>
</tr>
<tr>
<td></td>
<td>3 Project outcomes are stated in measurable and achievable forms</td>
</tr>
<tr>
<td>4 Develop a strategy to achieve objectives</td>
<td>1 A strategy, which meets the organisation’s guidelines, is developed and presented to stakeholders to gain project support</td>
</tr>
<tr>
<td></td>
<td>2 Issued terms of reference are clarified and actioned to resource the project office, and roles and responsibilities of team members and stakeholders are clarified and agreed</td>
</tr>
<tr>
<td></td>
<td>3 Processes for monitoring, evaluating and reporting performance against project objectives are developed and implemented in accordance with organisational policy and practice</td>
</tr>
</tbody>
</table>

### Range of Variables

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

**Policy and procedures may include**
- government legislation (Federal, State and Local) affecting organisation’s administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, security, strategic plans, recruitment, risk management and procurement guidelines

**Stakeholders may include**
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- the organisation’s senior management
  - Ministers
## Project Management

### Constraining factors may include
- political
- industrial
- legislative
- technical
- financial
- social
- cultural
- security/privacy
- environmental
- logistic support

### Project plans may include
- financial management
- acquisition strategies
- risk management
- project implementation
- HRD/HRM
- resource management
- intellectual property
- quality assurance
- milestones
- evaluation criteria

### Relevant specialists may include
- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

### Risk management methods may include
- acceptance
- avoidance
- minimisation

### Documented information may include
- plans detailing objectives, milestones, resource requirements, outcomes, performance indicators and evaluation criteria
- acquisition strategies

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### Evidence Guide

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

| Critical aspects of evidence | documented information and/or examples of personal work which confirm that the performance criteria have been applied on-the-job within relevant contexts outlined in the range statements |
| Interdependent assessment of units | Pre-requisite units: Nil | Co-requisite units: Nil |
| Underpinning knowledge | Co-assessed units: Nil |
| Underpinning skills | • market capability |
| Resource implications | • project management principles |
| Consistency of performance | • organisational project approval processes |
| | • negotiation techniques |
| | • planning methods |

| Underpinning knowledge | no special requirements |
| Consistency of performance | knowledge and performance to be assessed over time to assess consistency |
Context/s of assessment: this competency may be assessed on or off-the-job

<table>
<thead>
<tr>
<th>KEY COMPETENCY LEVELS</th>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
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<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches

NB: These levels do not relate to the Australian Qualifications Framework

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Initiate preliminary investigation to confirm non-compliance | 1 Information is confirmed as genuine and assessed against legislative requirements to confirm likely non-compliance  
2 Information is tested against the legislation to confirm possible breach falls within jurisdiction  
3 Importance / urgency of the matter is assessed and the priority allocated enables timely and effective action  
4 Recording of alleged breach is timely and meets legislative requirements and organisational policy and procedures  
5 Investigation planning and recording meets legislative requirements and organisational policy and procedures |
| 2 Conduct investigation | 1 Evidentiary elements of the offence are identified  
2 Security and preservation of potential evidence is managed in accordance with legislative requirements, rules of evidence and organisational policy and procedures  
3 Evidence is gathered and stored in accordance with legislative requirements, rules of evidence and organisational policy and procedures  
4 The need for expert assistance is determined and arranged in accordance with organisational procedures  
5 Details of all those involved in possible breach (including witnesses) are recorded in accordance with legislative requirements and organisational policy and procedures  
6 Likely defences are anticipated and evidence to counter them is included  
7 The allegation is recorded in accordance with |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Finalise investigation</td>
<td>1 If no breach has occurred or no action is to be taken, documentation records reasons and justification, and is completed in accordance with organisational policy and procedures</td>
</tr>
<tr>
<td></td>
<td>2 If breach is confirmed, action recommended is appropriate, timely, and within the officer’s discretion under the legislation and organisational policy and procedures</td>
</tr>
<tr>
<td></td>
<td>3 Preparation and submission of a record of the investigation and consequent recommendations for action meet legislative and organisational requirements</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

- **Legislation and policies may include**
  - enabling legislation
  - confidentiality
  - privacy
  - criminal, civil or administrative law
  - contract law
  - equal employment opportunity and anti-discrimination law
  - disciplinary procedures
  - government policy
  - organisational guidelines
  - regulatory standards
  - codes of practice
  - international treaties (EEO, world heritage)

- **Expert assistance may include**
  - scientific professional
  - handwriting expert
  - auditor

- **Locations may include**
  - public areas
  - work sites
  - in the field
  - at sea
  - office environment
  - potential crime scenes

- **Appropriate action may include**
  - measures to control/contain breach
  - warning
  - caution
  - notice
  - fine
  - arrest
  - criminal prosecution
  - civil action, debt recovery strategy
Evidence Guide

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- knowledge of the legislation; and
- identification of non-compliance; and
- processes and procedures followed during evidence gathering

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil

Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge

- investigation methodology and techniques
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction
- organisational policy and procedures
- cultural awareness
- equal employment opportunity, equity and diversity principles
- powers and restrictions to investigate
- rules and types of evidence
- report procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues
- procedures re lines of reporting
- storage of evidence

Underpinning skills

- ethical conduct
- high level conduct and oral - reading and comparison of complex written information
- written reports and recommendations requiring precision of expression
- analytical
- investigation
- planning
- report writing
- interpersonal and conflict resolution
- cross-cultural competency, including gender and disability
- time management
- planning
- process mapping
- decision-making
- ability to adapt to changing circumstances and make decisions
Resource implications
this unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task of managing a number of different tasks, coping with irregularities and breakdowns in routine, dealing with the responsibilities and expectations of the workplace, including working with others, and transferring competency to new situations.

Consistency of performance
assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance.

Context/s of assessment
assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when investigating non-compliance with legislation.

<table>
<thead>
<tr>
<th>KEY COMPETENCY LEVELS</th>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
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</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
<table>
<thead>
<tr>
<th>Unit</th>
<th>PSPREG405A</th>
<th>Act on Non-Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Descriptor</td>
<td>This unit covers the issue of advice, instructions, warnings, notices and fines by non-police personnel.</td>
<td></td>
</tr>
<tr>
<td>Key Area</td>
<td>Regulatory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attend situations where non-compliance is suspected</td>
</tr>
<tr>
<td>1</td>
<td>Procedure is followed in accordance with legal requirements and organisational policy and procedures</td>
</tr>
<tr>
<td>2</td>
<td>Personal conduct meets organisational guidelines and protocols</td>
</tr>
<tr>
<td>3</td>
<td>Safety of self and others is protected in accordance with operational policy and procedures</td>
</tr>
<tr>
<td>4</td>
<td>When assistance is required, requests are timely and in accordance with legislative requirements and organisational policy and procedures</td>
</tr>
<tr>
<td>2</td>
<td>Take action on non-compliance</td>
</tr>
<tr>
<td>1</td>
<td>Negotiation to achieve compliance is timely and in accordance with organisational policy and procedures</td>
</tr>
<tr>
<td>2</td>
<td>Type of action matches the seriousness of the offence</td>
</tr>
<tr>
<td>3</td>
<td>Action is conducted in accordance with legal requirements and organisational guidelines</td>
</tr>
<tr>
<td>4</td>
<td>Personal conduct meets organisational guidelines and protocols and protects the rights and responsibilities of clients</td>
</tr>
</tbody>
</table>

**Range of Variables**

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

**Legislation and policies may include**
- enabling legislation
- organisational processes
- codes of conduct
- equal employment opportunity and anti-discrimination law

**Offenders may include**
- people from all age groups, cultural and linguistic backgrounds
- people with weapons
- people affected by alcohol or drugs
Action on non-compliance may include

- oral or written instructions
- warnings
- seizure
- infringement notices
- expiation
- cautions
- fines
- summons
- notice of legal action

Assistance may include

- other officers
- other jurisdictions
- other organisations
- police

Evidence Guide

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- meeting legal requirements; and
- cultural awareness

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge

- legislation
- organisational procedures and guidelines
- organisational parameters for decision-making
- negotiation etc
- awareness of social, and cultural issues (demographics)
- equal employment opportunity
- equity and diversity principles
- safety of self and others

Underpinning skills

- negotiation skills
- conflict resolution
- self preservation skills
- judgment
- cross-cultural competency, including gender and disability
- interpersonal skills
- using complex exchanges of oral information
- writing requiring precision of expression and formality in structure and format
Resource implications

This unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations.

Consistency of performance

Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance.

Context/s of assessment

Assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when acting on non-compliance with legislation.

---

<table>
<thead>
<tr>
<th>KEY COMPETENCY LEVELS</th>
<th>NB These levels do not relate to the Australian Qualifications Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>Communicate ideas and information</td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches.

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
 RTC2704A Provide basic first aid

This competency standard covers the process of providing essential first aid in recognising and responding to an emergency using basic life support measures. The first aider is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. The first aider will generally be working under supervision. It requires the ability to respond positively to emergencies in line with practised actions and demonstrate basic first aid casualty management principles. Providing basic first aid requires knowledge of the use of safe working practices, the emergency network, and first aid casualty management principles.

Note: This competency standard can be acquired through completion of St John’s Basic Life Support (Level 1), the Australian Red Cross’ Essential First Aid or other equivalent one-day programs.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Assess the situation | 1.1 Emergency situation is recognised.  
1.2 Physical hazards to personal and others health and safety are identified.  
1.3 Immediate risk to self and casualty's health and safety are minimised by isolating the hazard.  
1.4 The casualty's physical condition and vital signs are assessed. |
| 2 Apply basic first aid techniques | 2.1 Casualty is reassured in a caring and calm manner and made comfortable using available resources.  
2.2 First aid care is provided in accordance with established first aid procedures.  
2.3 First aid assistance is sought from others as appropriate. |

**Range of Variables**

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What emergency situations that impact on the operation may be included in this unit? Fire, fuel spillage, anhydrous ammonia emergencies and chemical spillage. Emergency situations can also arise due to trauma, e.g., road accidents, snakebite or poisoning, respiratory or cardiac arrest, and electrocution.

What may be included as hazards? Proximity of other people, lack of oxygen, vehicles and machinery, fire, gas, fume and electrical situations.

What maladies might be relevant to this standard? Bleeding and shock, burns, fits, choking, heart attack, fractures, poisoning and drowning.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.
Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?
Competence in providing basic first aid requires evidence that an individual has the skills and knowledge to recognise and respond to an emergency using basic life support measures. The skills and knowledge required to act to provide basic first aid must be transferable to a range of work environments and contexts. For example, this could include different workplace environments and signs and symptoms requiring attention.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- The use of safe working practices.
- The emergency network.

What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Respond positively to emergencies in line with practised actions.
- Apply first aid casualty management techniques.

What processes should be applied to this competency standard?
There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?
   Verbally including through communication systems.

2. How can information be collected, analysed and organised (1)?
   Observation and reporting to supervisor or appropriate authorities.

3. How are activities planned and organised (1)?
   According to Occupational Health and Safety practices and policies.
4. How can **team work (1)** be applied? Through reacting to emergency situations in a coordinated way.

5. How can the use of **mathematical ideas and techniques (1)** be applied? Calculating pulse rates.

6. How can **problem-solving skills (1)** be applied? Identifying solutions to preserve life or counteract emergencies.

7. How can the use of **technology (1)** be applied? Use of communications equipment.

Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTC3310A Operate specialised machinery and equipment

This competency standard covers the functions involved in operating specialised machinery and equipment. It requires particular skills and knowledge to operate specialised agricultural, horticultural or conservation and land management machinery. An ability to perform pre-operational checks on machinery, assess work requirements, determine work plans, monitor performance and maintain records is also required. In addition, it requires knowledge of licensing requirements, workplace safety, and positive environmental practices associated with the operation of machinery. Judgement and discretion combined with the ability to work under minimal supervision is necessary.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Select and prepare specialised machinery and equipment for use</strong></td>
</tr>
<tr>
<td></td>
<td>1.1 <em>Specialised machinery and equipment</em> is selected and prepared to job requirements and confirmed against <em>work plan</em>.</td>
</tr>
<tr>
<td></td>
<td>1.2 Routine <em>pre-operational checks</em> of specialised machinery and equipment are completed to manufacturers specifications and <em>enterprise requirements</em>.</td>
</tr>
<tr>
<td></td>
<td>1.3 <em>OHS hazards</em> in the workplace are recognised, risk assessed and minimised according to <em>enterprise requirements</em>.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Operate specialised machinery and equipment</strong></td>
</tr>
<tr>
<td></td>
<td>2.1 Machinery and equipment is operated in a <em>safe and controlled</em> manner and monitored for performance and efficiency.</td>
</tr>
<tr>
<td></td>
<td>2.2 Risks to self, others and the environment are anticipated and minimisation strategies implemented accordingly.</td>
</tr>
<tr>
<td></td>
<td>2.3 Suitable <em>personal protective clothing and equipment</em> is selected, used, maintained and stored according to OHS requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 <em>Environmental implications</em> associated with machinery operation are identified, assessed and reported to the supervisor.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Complete and report on specialised machinery and equipment operation</strong></td>
</tr>
<tr>
<td></td>
<td>3.1 <em>Shut-down</em> procedures for specialised machinery and equipment are completed to manufacturers specifications and enterprise requirements.</td>
</tr>
<tr>
<td></td>
<td>3.2 Specialised machinery and equipment operational records are completed and maintained according to enterprise requirements.</td>
</tr>
</tbody>
</table>
3.3 Malfunctions, faults, irregular performance and damage to specialised machinery and equipment are detailed and reported according to enterprise requirements.

3.4 Specialised machinery and equipment is cleaned, secured and stored according to OHS and enterprise requirements.

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What range of specialised machinery and equipment may be covered in this standard?

Skidsteer loaders, self-propelled harvesters and pickers, front end loaders, irrigation equipment, scissor lifts, excavators, forklifts, land levellers, feed mixers, milking machinery, specialised equipment, specialised nursery equipment, livestock feeding systems, watering systems, filtering and pumping equipment, poultry performance monitoring equipment, cultivation equipment, fertilising application and grain handling equipment.

This unit does not include machinery and equipment covered under RTC2306A - Operate vehicles, RTC2307A - Operate machinery and equipment and RTC2309A - Operate tractors.

What may be included in a work plan?

Pre-operational checks and maintenance procedures, designated job tasks, equipment, resources and materials for use, supervisors instructions, timeframe for work completion and reporting requirements.

What may be involved in routine pre-operational checks of machinery and equipment?

- Pre-start and safety checks including the service and maintenance of cooling system.
- Checking fuel, oils and lubricants, electrolyte levels, wheels, tyre pressure, fan belts, leads, lines, connections, air filters, brakes, clutch, gearbox, steering, lighting, and transmission.
- Inspection of safety guards, PTO stubs and shafts, and hitch and towing points.
- Checking and confirming equipment calibration settings and operating methods for turbo-charged engines.
- Observing and monitoring noise levels for correct operation.
- Preparation of independently powered tools may include cleaning, priming, tightening, basic repairs and adjustments.
- Identify and segregate unsafe or faulty equipment for repair or replacement.

**What enterprise requirements may apply to this standard?**

Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and routine maintenance plans.

**What OHS requirements may be relevant to this standard?**

- the safe operation and maintenance of specialised machinery and equipment.
- hazard and risk identification.
- emergency operating and defensive driving procedures ensuring working loads are secure and within specifications.
- appropriate use, maintenance and storage of personal protective equipment.
- outdoor work include protection from solar radiation, hazardous noise, mechanical vibration and organic and other dusts.
- protection of people in the workplace.
- passengers are carried only when there is a seat approved by the manufacturer.

**What hazards may be encountered in the workplace?**

Exposure to loud noise and fumes, solar radiation, heat stress, fatigue, crushed by a roll over, dust, ergonomic hazards associated with posture and vibration, hazardous substances (fuel, oils, fertiliser), oil and grease spills, the presence of bystanders, livestock and wildlife, difficult terrain and varying gradients, potholes, ditches, gullies, embankments, obstacles (rocks, logs, fences, debris, buildings), extreme weather conditions, electricity, overhead hazards including powerlines, mechanical malfunctions and exposed moving parts, and other machinery including hydraulics.
How might **safe and controlled** operation of machinery and equipment be demonstrated?

This may include:

- Appropriate selection and use of machinery and equipment.
- Using operational techniques for the specific terrain (on and off-road environments) and weather conditions.
- Maintaining working loads within specifications including ensuring hitch-points are operated at the correct height.

What **personal protective equipment** may be relevant to this standard?

Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, high visibility clothing, respirator or face mask, and sun protection (sun hat, sunscreen).

What **environmental implications** may be associated with the operation of machinery and equipment?

Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oil containers, chemical residues), and hazardous substances (fuel, fertiliser). Impacts may also include run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities, soil disturbance and dust problems from high activity traffic (including irrigation equipment).

What procedures may be included in the **shut-down** of machinery and equipment?

Safe dismount procedures (including turning engine off), maintaining a clear thoroughfare, parking away from hazards, securing, refuelling, cleaning, engaging handbrake and removing vehicle keys.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

**Evidence Guide**

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in the operation of specialised machinery and equipment requires evidence of the ability to effectively utilise their respective various components, controls and features to perform specific tasks. It involves selecting the appropriate machinery and equipment for the job, determine operating methods, provide solutions for faults or breakdowns, demonstrate emergency operating procedures, evaluate performance and maintain records. Evidence must also be demonstrated in safe workplace and environmentally responsible practices. The skills and knowledge required to operate specialised machinery and equipment must be **transferable** to a different work environment. For example, this could include different machinery, equipment, workplaces and environments.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Components, controls and features of specialised machinery and equipment and their functions.
- Risks associated with the operation of machinery and equipment in different weather and difficult terrain conditions.
- Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS, and the use and control of hazardous substances, chemical and biological agents.
- Relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements, and the use and control of specialised machinery and equipment.
- Environmental impacts and minimisation measures associated with the operation of specialised machinery and equipment.
- Personal protective equipment and when and how it should be used.
- Enterprise policies with regard to specialised machinery and equipment use, recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Operate specialised machinery and equipment in normal and adverse conditions to industry standards.
- Demonstrate emergency operating procedures in normal and adverse conditions.
- Attach and detach a range of three point linkage implements, front-mounted and PTO operated equipment.
- Demonstrate safe and environmentally responsible workplace practices.
- Obtain relevant licences and permits.
- Interpret manufacturers specifications, work and maintenance plans, and MSDS.
- Communicate faults, malfunctions and workplace hazards, report and maintain operational records.
- Measure and calculate volumes, load weights, consumption and servicing requirements.

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th></th>
<th>How can communication of ideas and information (1) be applied?</th>
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<tbody>
<tr>
<td></td>
<td>Information and ideas with regard to specialised machinery and equipment, their components and application to complete work tasks may be discussed with colleagues and the supervisor.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How can information be collected, analysed and organised (1)?</th>
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<tbody>
<tr>
<td></td>
<td>Information with regard to performance, faults and maintenance may be observed and monitored for analysis and organised by records and reports.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>How are activities planned and organised (1)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities involving maintenance and repairs to specialised machinery and equipment may be planned and coordinated around work schedules or sequenced as required.</td>
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<thead>
<tr>
<th></th>
<th>How can team work (1) be applied?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Team work may be applied in communication, methods and procedures to complete maintenance and repairs to complete work tasks.</td>
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<thead>
<tr>
<th></th>
<th>How can the use of mathematical ideas and techniques (1) be applied?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics may be applied in the calculation and measurement of load weights, distance, consumption, and oil and fuel requirements.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>How can problem-solving skills (1) be applied?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Specialised machinery and equipment breakdown, faults or malfunctions will need to be arranged for repair or replacement to meet work plan requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How can the use of technology (1) be applied?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>To access, communicate, measure and record information with regard to maintenance, usage and performance of specialised machinery and equipment.</td>
</tr>
</tbody>
</table>

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD2101A  Apply animal trapping techniques

This competency standard covers the process of live trapping and holding, releasing or humanely destroying animals. It requires the ability to prepare baits or lures, lay trails, handle and set traps, handle, transport, release and/or destroy animals. Applying trapping techniques requires knowledge of relevant legislation, animal life cycles and behaviours, trapping and catching equipment and operations, basic animal handling and care, legislation applying to the capture and care of animals, and transportation methods of caught animals.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan animal capture</td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Purpose of capture</strong> of animals is identified as determined from the management strategy and action plans.</td>
</tr>
<tr>
<td>1.2</td>
<td>Target <strong>animal</strong> range and behaviour are confirmed.</td>
</tr>
<tr>
<td>1.3</td>
<td>Trapping location and placement of equipment are determined.</td>
</tr>
<tr>
<td>1.4</td>
<td>Time required to complete capture is estimated and trapping effort is determined.</td>
</tr>
<tr>
<td>1.5</td>
<td>Materials and equipment for trapping are identified.</td>
</tr>
<tr>
<td>1.6</td>
<td>Hazards associated with trapping are identified in accordance with OHS practices and procedures.</td>
</tr>
<tr>
<td>1.7</td>
<td>Environmental risks associated with capturing animals are identified in accordance with statutory and local authority requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Prepare for trapping</td>
</tr>
<tr>
<td>2.1</td>
<td>Locations for the trapping activity are mapped to be consistent with target animal behaviour and in accordance with the management strategy and relevant monitoring programs.</td>
</tr>
<tr>
<td>2.2</td>
<td>Relevant licenses and permission to enter property are obtained.</td>
</tr>
<tr>
<td>2.3</td>
<td>Precautions to minimise hazards are identified in accordance with OHS practices and procedures.</td>
</tr>
<tr>
<td>2.4</td>
<td>Precautions to minimise environmental risks associated with capturing the target animal are identified.</td>
</tr>
<tr>
<td>2.5</td>
<td>Precautions to minimise trapping of non-target animals are considered.</td>
</tr>
<tr>
<td>2.6</td>
<td>Vehicles, equipment and materials are checked for serviceability in accordance with manufacturer’s specifications and relevant policies.</td>
</tr>
</tbody>
</table>
### 3 Place and set traps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Site for trapping is selected to maximise chance of trapping target animals and minimise chance of trapping non-target animals.</td>
</tr>
<tr>
<td>3.2</td>
<td>Site for capturing animals is prepared in accordance with industry practice.</td>
</tr>
<tr>
<td>3.3</td>
<td>Trapping equipment is constructed, positioned and secured in accordance with industry practice.</td>
</tr>
<tr>
<td>3.4</td>
<td>Trapping equipment is set safely in accordance with manufacturer’s instructions.</td>
</tr>
<tr>
<td>3.5</td>
<td>Trapping equipment is checked for strength and security in accordance with industry practice.</td>
</tr>
<tr>
<td>3.6</td>
<td>Trap mechanisms are set or calibrated in accordance with manufacturer’s instructions.</td>
</tr>
<tr>
<td>3.7</td>
<td>Lures or baits are applied in accordance with industry practice if required.</td>
</tr>
<tr>
<td>3.8</td>
<td>Traps are camouflaged as required.</td>
</tr>
<tr>
<td>3.9</td>
<td>Precautions to prevent trapping of non-target animals are applied in accordance with industry practice.</td>
</tr>
</tbody>
</table>

### 4 Check and remove traps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Traps are checked regularly in accordance with industry practice.</td>
</tr>
<tr>
<td>4.2</td>
<td>Trapped animals are identified then released, killed or prepared for transport in accordance with industry practice.</td>
</tr>
<tr>
<td>4.3</td>
<td>Captured animals are handled humanely according to enterprise requirements and animal welfare guidelines.</td>
</tr>
<tr>
<td>4.4</td>
<td>Animals are checked according to supervisor instructions and enterprise guidelines.</td>
</tr>
<tr>
<td>4.5</td>
<td>Animals are transported from site where required in a safe and appropriate manner according to legislative and enterprise requirements.</td>
</tr>
<tr>
<td>4.6</td>
<td>Occupational health and safety and public safety requirements are met prior to and during trapping activities.</td>
</tr>
<tr>
<td>4.7</td>
<td>Trap mechanism is released safely and trap is removed in accordance with industry practice.</td>
</tr>
<tr>
<td>4.8</td>
<td>Trap site is restored to prior condition.</td>
</tr>
</tbody>
</table>

### 5 Report completion of work

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Results of trapping activities are reported according to enterprise guidelines.</td>
</tr>
</tbody>
</table>
5.2 **Incidents** with animals are dealt with and reported according to legislative, enterprise, occupational health and safety and public safety requirements.

| 6 | Clean and store equipment and materials | 6.1 **Carcasses** for research or other purposes are cleaned and stored in accordance with relevant policies and procedures and industry practice. |
| 6.2 | Equipment and materials are cleaned and stored in accordance with relevant standards and policies. |
| 6.3 | Target and non-target kills are recorded in accordance with statutory requirements and enterprise guidelines. |

**Range of Variables**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**Which purposes for capture may be included?**

Scientific research, removal of animals from unsuitable locations or to another habitat, protection of humans from attack, disturbance or disease, collection of animals to establish breeding populations and vertebrate pest control, fauna survey.

**Which locations may be relevant to this standard?**

Urban, including roadways, railways, open space, inside buildings, rural, including roadways, farmland, inside buildings, parks/reserves including steep and rugged lands and in dense growth, and off park areas.

**Which licenses may be included?**

Firearms, wildlife capture, keeping of wildlife, occupational health and safety certification, scientific and Animal Care and Ethics Committee or equivalent, small boat handling.

**What types of equipment may be relevant?**

Vehicles, vessels, elevating work platforms, cages, sacks and traps, bait, firearms and ammunition, ladders, identification tags, ropes and related equipment, personal protective equipment, first aid kit, scientific research equipment and instruments, cameras, 2 way radios and mobile telephones, equipment for safe transport and care of species, appropriate food for species, maps and identification keys.

**What sorts of incidents may be considered?**

Animals attacking people, animals on roadways and railways, bites, cuts, scratches, falls, injured animals, damage to vehicles, escapes from traps and cages, and animals loose in or under vehicles.
What are the relevant **Federal, State legislation and local regulations** that may be included?

Environmental protection, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations, and common law principles relating to property, stock, duty of care and due diligence.

Which **animals** may be included in this standard?

Native animals, domestic species and species determined to be pests of primary production, the environment or public health and lifestyle. This standard covers small, medium and large animals.

What might be included as **resources**?

Human, financial, land, air, water transport facilities, physical (traps, firearms, ammunition, veterinary products), plant (excavators, front-end loaders) and fencing materials.

How should killed **animal carcasses** be dealt with?

Animal carcases with commercial or scientific value should be stored in accordance with the enterprise guidelines. Other animal carcases should be disposed of as required in accordance with statutory requirements and industry practice.

Which **types of traps** may be included?

A range of trap construction designs, spring loaded rubber-jawed traps, barrel netting or mesh traps, lures, cage traps, cannon netting and mist nets, pitfall traps.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

**Evidence Guide**

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in apply animal trapping techniques requires evidence that animals have been humanely trapped and released or destroyed according to enterprise guidelines and industry best practice. The skills and knowledge required to apply trapping techniques must be transferable to a range of work environments and contexts. For example, this could include different trapping techniques, animal species or locations.
What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant legislation.
- Common law principles relating to property, stock, duty of care and due diligence.
- Animal life cycles and behaviours.
- Catching techniques, equipment and operation.
- Suitable traps for the given animal species.
- Animal welfare.
- Animal identification.
- Basic animal handling and care.
- Legislation applying to the capture and care of wildlife.
- Transportation methods of caught animals.
- Occupational health and safety and public welfare legislation, regulations, Codes of Practice and enterprise procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Plan animal capture.
- Prepare for trapping.
- Place and set traps.
- Check and remove traps.
- Report completion of work.
- Clean and store equipment and materials.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (1) be applied?

Clarify requirements and expectations for the job, liaise with work colleagues during work activities, and document work activities in writing.
2. How can **information be collected, analysed and organised (2)**? 
   - Determine appropriate bait and trap type.

3. How are **activities planned and organised (2)**? 
   - Organise own work activities.

4. How can **team work (1)** be applied? 
   - Collaborate with work colleagues during work activities.

5. How can the use of **mathematical ideas and techniques (2)** be applied? 
   - Determining number of traps required and their distribution, recording counts of animals caught.

6. How can **problem-solving skills (2)** be applied? 
   - Consider problems that arise during the job and determine contingency activities.

7. How can the use of **technology (2)** be applied? 
   - Use and maintain traps and firearms.

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**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.
RTD3125A Respond to wildlife emergencies

This competency standard covers the process of evaluating and coordinating a response to natural resource emergencies involving fauna. It requires the ability to evaluate the type of emergency, implement and coordinate a response to the emergency, care for affected animals, determine management options, remove animal carcasses and complete debrief and prepare reports. Responding to wildlife emergencies requires a knowledge of animal biology and general behaviour, health risks associated with animals, public relations and media management, incident management systems, state/territory emergency procedures and networks and machinery and equipment operation.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1 Evaluate wildlife emergency</td>
<td>1.1 Nature of emergency is investigated from eyewitnesses and/or inspection to determine what procedures should be implemented.</td>
</tr>
<tr>
<td></td>
<td>1.2 Assessment of the incident is made to identify key factors that may impact on an appropriate response.</td>
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<tr>
<td></td>
<td>1.3 State/Territory authorities are notified of incident according to enterprise guidelines.</td>
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<tr>
<td></td>
<td>1.4 Interim care of animals is implemented where appropriate and according to enterprise procedures pending instructions from authorities.</td>
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<tr>
<td></td>
<td>1.5 Appropriate staff are deployed in interim care for animals according to assessment of incident and enterprise guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.6 Personnel assisting in interim care are appropriately equipped and briefed according to enterprise and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.7 Care instructions from authorities and/or veterinarians are implemented according to legislative and enterprise requirements.</td>
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<tr>
<td></td>
<td>1.8 Information is collected about the reported situation to determine response.</td>
</tr>
<tr>
<td></td>
<td>1.9 Informants are interviewed to obtain necessary details about the reported situations.</td>
</tr>
<tr>
<td>2 Implement response to emergency</td>
<td>2.1 Nature of emergency is investigated from eyewitnesses and/or inspection to determine what procedures should be implemented.</td>
</tr>
<tr>
<td></td>
<td>2.2 Communications to manage situation are established to enterprise policies and procedures.</td>
</tr>
</tbody>
</table>
2.3 **Resources** and personnel are transported to site to implement action to enterprise procedures.

2.4 Site procedures are established to legislative requirements, enterprise procedures and emergency plans to control risks to people, the environment and to property.

2.5 Live fauna are moved in accordance with legislative and enterprise procedures.

2.6 Dead fauna are removed from site and biological matter is disposed of in accordance with enterprise procedures and health and safety requirements.

2.7 Site is cleaned in accordance with enterprise procedures to maintain public and environmental health and safety.

2.8 Measures are implemented that minimise risk to significant places, area, habitats, species and communities.

### 3 Coordinate response

3.1 General public and media are informed of the nature of the incident and agency decisions in accordance with enterprise guidelines.

3.2 Volunteers are coordinated and deployed according to their skills and available personal protective equipment.

3.3 Volunteers and staff are briefed on occupational health and safety hazards, preventive measures and reporting requirements.

3.4 Physical barriers are established to keep public away from animals to minimise distress to it and to protect the public.

3.5 Media is managed until authorities provide instructions.

3.6 Media is utilised according to instructions and enterprise procedures.

### 4 Care for affected animals

4.1 Team(s) are allotted to animals according to incident assessment, care instructions and skills within teams.

4.2 Animal first aid is applied.

4.3 Role in wildlife operations team is performed according to the command structure and procedures of the management plan.
4.4 Animal is cared for using a range of skills and according to veterinary instructions and enterprise procedures.

4.5 Occupational health and safety procedures are followed according to legislative, management plan and enterprise requirements.

5 Determine management options

5.1 Veterinary advice is sought where appropriate and according to enterprise guidelines.

5.2 **Biological and incident data** on animals is collected according to enterprise procedures and scientific standards.

5.3 Management options are evaluated according to advice, condition of animal, risk assessment and according to enterprise guidelines.

5.4 Where required for scientific purposes and under enterprise procedures, released animals are humanely banded or tagged.

5.5 Selected management option is implemented according to enterprise guidelines, OHS requirements and risk assessment.

5.6 Equipment and staff required for return to wild or temporary captive management are sourced to enterprise procedures.

6 Remove carcass

6.1 Where necessary, inter-agency agreement is developed with local authority for removal of carcass.

6.2 Carcass is disposed of according to authority instructions.

6.3 Equipment and staff for disposal are sourced to enterprise procedures.

6.4 **OHS requirements** are met.

7 Complete debrief and report

7.1 Where applicable, incident management processes for debrief and wash-up are followed.

7.2 Report provided to management according to enterprise guidelines.

**Range of Variables**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which key factors may impact on an appropriate response?

Site condition, species, species number, animal condition and weather conditions.
### What natural resource emergencies may be included?

Marine animal incident management (whales and dolphins, seals and sea lions, turtles, sharks, dugongs, crocodiles, sea snakes, sea birds), oil and chemical spills, injured or dangerous animals (small animals and birds causing nuisance to the public, animals, birds and reptiles behaving aggressively or likely to behave aggressively to the public or causing public fear, either due to their normal behaviour patterns and/or injury) and animals injured by flood, fire or disease.

### Which types of **fauna** may be relevant to this standard?

Live or dead animals, single or mass stranding, healthy, injured or diseased animals, young and adult animals, entangled animals.

### From which source would **Incident Management** emerge?

ICS and/or enterprise procedures.

### How would **veterinarians** be employed?

By the enterprise or contracted under enterprise procedures.

### What could **Intra-agency co-operation** include?

Police, State Emergency Services, Marine authority.

### What **resources** may be included?

Vessels and personnel and equipment to operate vessels, vehicles, equipment and materials for moving live animal or carcass, load shifting equipment for shifting and burying carcass, aircraft and helicopters, firearms and ammunition, OHS protective and emergency equipment including first aid kits, nets, traps, ropes, protection for animals during handling, barriers to control public, personal protective equipment and special clothing for cold and wet work, food, drink and protective equipment for personnel and lighting for night work.

### What biological and incident **data** may be relevant to this standard?

Records of sequence of events leading to incident and resolution of incident, biological data required for research in enterprise, museums and/or universities such as physical dimensions, estimated weight and condition, veterinary information, including evidence of injury and/or disease, the taking of samples from animal and/or carcass and strict hygiene protocols (TB).
What OHS requirements may be included?

General industry and enterprise OHS procedures, vessel safety in water and around distressed animals, safety of personnel in water, vehicle safety in dunes, beaches and other coastlines, marine animal attacks, bites and scratching, transmission of disease from live or dead animals, animals rolling on or trapping personnel, use of firearms, transport, handling and use of chemicals and veterinary substances and material handling in a beach/marine environment.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in responding to wildlife emergencies requires evidence that an individual can demonstrate that they have the required knowledge and skills to respond to wildlife emergencies according to enterprise guidelines and industry best practice. The skills and knowledge required to respond to wildlife emergencies must be transferable to a range of work environments and contexts. For example, this could include different animal species, type and scope of emergencies and environments.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Animal biology and general behaviour.
- Health risks associated with animals.
- Public relations and media management.
- Incident management systems.
- State/Territory emergency procedures and networks.
- Machinery and equipment operation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Evaluate natural resource emergency.
- Implement and coordinate response to emergency.
- Care for affected animals.
- Determine management options.
- Remove animal carcasses.
- Complete debrief and prepare reports.
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   To public, media and management.

2. How can information be collected, analysed and organised (3)?
   On incident or emergency.

3. How are activities planned and organised (3)?
   Coordinate staff and volunteers.

4. How can team work (3) be applied?
   Caring for affected animals.

5. How can the use of mathematical ideas and techniques (1) be applied?
   Estimating and measuring animals.

6. How can problem-solving skills (3) be applied?
   Determining and selecting management options.

7. How can the use of technology (2) be applied?
   Machinery and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4402A  

**Define the pest problem in a local area**

This competency standard covers the process of defining the pest problem in a local area. It requires the ability to define the land use process for the local area affected by the target pest problem, analyse the pest problem in the local area, determine critical control points for management of the pest problem and document and collate the impacts of the pest. Defining the pest problem in a local area requires knowledge of pest biology, land management processes, production processes, relevant legislative and regulatory requirements and environmental protection legislation.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Define the land use process for the local area affected by the target pest problem</td>
<td>1.1 Consultation with local land users and other relevant stakeholders in the affected area is documented.</td>
</tr>
<tr>
<td></td>
<td>1.2 Desired land management and/or production outcomes are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Performance criteria for measuring local land management and/or production outcomes are determined.</td>
</tr>
<tr>
<td></td>
<td>1.4 Critical activities required to achieve the desired outcomes are identified.</td>
</tr>
<tr>
<td></td>
<td>1.5 Local land management and/or production process is mapped against the annual planning cycle.</td>
</tr>
<tr>
<td></td>
<td>1.6 Local land management and/or production process budget is determined.</td>
</tr>
<tr>
<td>2 Analyse the pest problem in the local area</td>
<td>2.1 Target pest population distribution within the affected local area is determined in consultation with stakeholders.</td>
</tr>
<tr>
<td></td>
<td>2.2 Target pest population data supplied by stakeholders is validated.</td>
</tr>
<tr>
<td></td>
<td>2.3 Other relevant data on target pest population are obtained.</td>
</tr>
<tr>
<td></td>
<td>2.4 Factors which influence the target pest population and distribution within the local area are described.</td>
</tr>
<tr>
<td></td>
<td>2.5 Pest life cycle is documented.</td>
</tr>
<tr>
<td>3 Determine critical control points for management of the pest problem</td>
<td>3.1 Periods of greatest risk in the local land management and/or production process are identified in consultation with stakeholders.</td>
</tr>
<tr>
<td></td>
<td>3.2 Periods of target pest vulnerability within the life cycle are identified.</td>
</tr>
</tbody>
</table>
3.3 Local land management and/or production process map and target pest life cycle map are consolidated.

3.4 Critical points for controlling pest populations and/or changing land management or production practices within the annual planning cycle are determined in consultation with other stakeholders.

4 Document and collate the impacts of the pest

4.1 Economic losses resulting from the pest presence are measured or estimated in consultation with stakeholders.

4.2 Environmental impacts from the pest presence are measured or estimated in consultation with stakeholders.

4.3 Potential risks relating to exotic disease are defined.

4.4 Pest problem is documented according to industry and enterprise standards and guidelines.

**Range of Variables**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| What pests may be relevant to this competency standard? | Weeds and vertebrate pests. |
| Which relevant Federal or State legislation and local regulations may be included? | Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence. |
| Which types of land uses may be included? | Agricultural production, forestry, nature and wildlife reserves, heritage areas and recreation. |
| What forms of land value may be relevant? | Economic and environmental value. |
| Who might the other stakeholders referred to in this standard be? | Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees. |
Which **measures of potential or actual impact** may be included in the management units?

Biological values, agricultural values, environmental values, recreational and social values and public health values.

Which methods for determining **vertebrate pest population distribution** may be used?

Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.

How may **supporting and validating data** be obtained?

From direct observation, satellite information, GIS and air-flown MSS.

What other relevant data on **target vertebrate pest population** may be covered?

Diseases, dietary habits, antibodies, viruses and ageing.

Which **vertebrate pests** may be relevant to this standard?

Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.

What other relevant data on **target weed populations** may be covered?

Disease and vectors.

What might **weeds** include?

Economic weeds, aquatic weeds and environmental weeds.

What sorts of **damage and loss** caused by pests may be relevant to this standard?

Loss of pasture, loss of crops, loss of livestock, loss of native fauna, loss of native flora, soil erosion, loss of recreational and social amenity, reduction in water quality, increased incidence of disease vectors and reduced tourism.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

**Evidence Guide**

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in defining the pest problem in a local area requires evidence that an analysis of pest problem has been completed and documented according to industry and enterprise standards and expectations. The skills and knowledge required to define the pest problem in a local area must be **transferable** to a range of work environments and contexts. For example, this could include different pests and local areas.
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Pest biology.
- Land management processes.
- Production processes.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Define the land use process for the local area affected by the target pest problem.
- Analyse the pest problem in the local area.
- Determine critical control points for management of the pest problem.
- Document and collate the impacts of the pest.
- Analyse local problems.
- Plan strategically for local context.
- Communicate with local land users.

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (2) be applied?

   Establishing and maintaining consultation and liaison processes with land users and stakeholders.

2. How can **information be collected, analysed and organised** (3) be applied?

   Collecting and analysing local data relating to pest activities.

3. How are **activities planned and organised** (2) be applied?

   Organising survey and pest management activities.
4. **How can team work (1) be applied?**
   - Working with local landholders.

5. **How can the use of mathematical ideas and techniques (2) be applied?**
   - Collating and determining significance of data.

6. **How can problem-solving skills (3) be applied?**
   - Analysing pest data and defining the scope of the problem.

7. **How can the use of technology (1) be applied?**
   - Collating data, documenting findings and developing the report.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
**RTD4406A Implement pest management action plans**

This competency standard covers the process of implementing pest management action plans at the local level. It requires an ability to schedule activities, estimate resources required to complete the work, brief and supervise employees or contractors (where necessary), consult stakeholders, coordinate contingency management activities, and report progress in relation to the pest management action plan. Implementing pest management action plans at a local level requires knowledge of pest biology, vectors, plant survey, ecological systems and production systems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Schedule pest management activities</strong></td>
</tr>
</tbody>
</table>

1.1 Activities identified in the action plan are scheduled within the monthly, weekly or daily work plans.

1.2 Work time is allocated to complete the activities in accordance with the requirements of the action plan, and within realistic expectations.

1.3 Employees or contracted personnel with relevant skills and competency are allocated for the completion of required activities.

1.4 Plant, machinery, equipment and materials required to complete required activities are procured for the time the activities are to be carried out.

1.5 **Relevant stakeholders** are consulted regarding the scheduling of activities.

1.6 Relevant OHS standards and other **Federal, State and local legislation & regulations** are applied in the allocation and procurement of human and physical resources.

1.7 Milestones are aligned to critical control points in the target pests’ life cycle, behaviour patterns and the local land management and production activity cycles.

1.8 Measurable performance criteria for objectives at each milestone are determined.

1.9 Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users.
### 1. Implement pest management action plans

- **Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes, and in accordance with relevant statutory and regulatory requirements.**

- **Monitoring and measurement activities are selected and scheduled to comply with the vertebrate pest management strategy and in accordance with relevant statutory and regulatory requirements.**

### 2. Estimate resources required to complete the required activities

- **Personnel required to carry out activities are estimated.**

- **Plant and machinery required to carry out activities are estimated.**

- **Materials required to carry out activities are estimated.**

- **Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders.**

### 3. Brief employees or contracted personnel regarding the pest management activities

- **Employees or contracted personnel are informed of the requirements of the pest management plan and action plan.**

- **Employees or contracted personnel are informed of land owner/manager expectations and reporting and recording requirements.**

- **Employees or contracted personnel are advised of OHS standards and other statutory and regulatory requirements to be applied in carrying out the required activities.**

### 4. Supervise employees or contracted personnel in carrying out the pest management activities

- **Plant, machinery and equipment are checked for serviceability in accordance with manufacturer’s specifications and statutory and regulatory requirements.**

- **Materials are checked for compliance with OHS standards and other statutory and regulatory requirements.**

- **Personal protective equipment and clothing used or worn by employees or contracted personnel are checked for compliance with OHS standards and other statutory and regulatory requirements.**

- **Procedures and skills applied by employees and contracted personnel are monitored for compliance with OHS standards and other statutory and regulatory requirements.**
4.5 Feedback, advice and coaching are provided to employees and contracted personnel as required to improve or correct procedures and skills.

5 Coordinate contingency management activities

5.1 First aid procedures are initiated and coordinated in response to accident or injury to employees or contracted personnel.

5.2 Relevant authorities are notified and arrangements made in the event of the need for rescue of injured employees or contracted personnel.

5.3 Activities that are not carried out due to accidents, injury, other incidents or unfavourable conditions are rescheduled within the monthly, weekly or daily work plans.

6 Report progress in relation to pest management action plan

6.1 Reports and records supplied by employees and/or contracted personnel are received and assessed.

6.2 Reports and records are compiled and documented in accordance with employer or organisational requirements and statutory and regulatory requirements.

**Range of Variables**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| Which **types of land** uses may be included? | Agricultural production, forestry, nature and wildlife reserves, community lands, heritage areas and recreation. |
| Which **relevant Federal, State legislation and local regulations** may be included? | Environmental protection, vertebrate pests, noxious weeds, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence. |
| What forms of **land value** may be relevant? | Economic and environmental value. |
| Who might the **other stakeholders** referred to in this standard be? | Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees. |
Which **measures of potential or actual impact** may be included in the management units?

- Biological values, agricultural values, environmental values, recreational and social values and public health values.

Which **management options** may be included?

- Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What **methods and techniques** for controlling pest problems may be used?

- Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (poisoning, biological controls).

Which factors may affect **vertebrate pest population**?

- Food supply, habitat conditions, existing control by hunting and harvesting activities, climate and weather, water supply, natural predators, disease and parasites and land topography.

How might supporting and **validating data** be obtained?

- By direct observation, GIS, air-flown MSS and satellite information.

Which **vertebrate pests** may be relevant to this standard?

- Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.

Which methods for **determining vertebrate pest population distribution** may be used?

- Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.

What sorts of **damage or loss** may be caused by pests?

- Loss of pasture, loss of livestock, loss of crops, loss of native fauna, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality, pollution, increased incidence of disease vectors and reduced tourism.

What **comparative data** may be included?

- Reduction in damage and loss observed and regeneration observed.
What forms of documentation may be relevant to this standard?
Poisons register, MSDS and other relevant documents.

What types of weeds may be relevant to this competency standard?
Economic weeds, aquatic weeds and environmental weeds.

## Evidence Guide

### What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing pest management action plans requires evidence that a pest management action plan has been appropriately scheduled, costed, communicated to staff and stakeholders, and effectively implemented and reported. The skills and knowledge required to implement pest management action plans must be transferable to a range of work environments and contexts. For example, this could include different pests, locations and implementation procedures and protocols.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant legislative and regulatory requirements.
- Pest control methods and techniques.
- Integrated pest management.
- Pest biology.
- Social and environmental issues.
- Contingency management principles.
- First aid and rescue procedures.
- Ecological systems.
- Sustainable production systems.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Plan and manage resources and time.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Organise the work of others.
- Record and report actions and work progress.
What processes should be applied to this competency standard?
There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?
   Communicating and negotiating work allocation with work team.

2. How can information be collected, analysed and organised (2)?
   Using the pest management strategy and action plans.

3. How are activities planned and organised (3)?
   Organising work schedules.

4. How can team work (3) be applied?
   Working with work team and supporting team activities.

5. How can the use of mathematical ideas and techniques (2) be applied?
   Allocating realistic time to pest management activities.

6. How can problem-solving skills (2) be applied?
   Developing and implementing contingencies.

7. How can the use of technology (1) be applied?
   Documenting work schedules and activities.

Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
WRRCA1B Operate Retail Equipment

This unit involves the skills, knowledge and attitudes to operate of a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Maintain retail equipment</td>
<td>1.1 Purpose of equipment used in store/department identified accurately.</td>
</tr>
<tr>
<td></td>
<td>1.2 Equipment operated according to design specifications.</td>
</tr>
<tr>
<td></td>
<td>1.3 Equipment faults identified and reported to appropriate personnel.</td>
</tr>
<tr>
<td></td>
<td>1.4 Maintenance program for retail equipment identified and applied according to store policy.</td>
</tr>
<tr>
<td>2 Apply keyboard skills</td>
<td>2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Information entered and edited accurately.</td>
</tr>
<tr>
<td>3 Operate data entry equipment</td>
<td>3.1 Data entered using relevant equipment according to store policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Price marking equipment operated according to manufacturer’s instructions and store policy.</td>
</tr>
<tr>
<td></td>
<td>3.3 Data entered accurately and within designated time limits.</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store administration
  - clerical systems

- Retail equipment may include:
  - point of sales terminals
  - electronic bar coding equipment for price labelling and stocktaking
  - portable data entry
  - printers
  - electronic ordering equipment
  - wrapping and packing equipment such as shrink wrapping
  - equipment for carrying or moving merchandise
  - equipment for storage of merchandise including refrigerators
  - weighing machines
  - thermometers
  - dye tag removers
  - trolley return equipment
  - computers
  - scanners
  - numerical keyboard equipment including calculators

- Appropriate personnel may include:
  - supervisor
  - team leader
  - manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates a range of store retail equipment according to store policy and procedures and industry codes of practice.
- Operates and maintains a range of store retail equipment according to manufacturers’ instructions and design specifications.
- Applies store maintenance program and reports faults/problems.
- Consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/ codes of practice.
- Reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively.
- Uses keyboard skills to enter and edit data accurately.
- Completes tasks in set time frame.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- Relevant legislation and statutory requirements
- Relevant occupational health and safety regulations
- Relevant industry codes of practice
- Purpose and impact of using electronic technology
- Operation and maintenance of store retail equipment
- Licensing requirements for carrying/moving merchandise (if applicable)

Skills in:

- Completing tasks in set time frame
- Dealing with different types of transactions
- Following common fault finding procedures
- Operation and use of store retail equipment
- Literacy and numeracy skills in regard to:
  - reading store procedures for operating equipment
Generic Process Skills
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Reporting equipment faults to appropriate personnel will require the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Entering and editing information will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when reporting to other staff members.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Entering data will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Maintaining equipment and identifying faults will require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when operating retail equipment.</td>
<td>1</td>
</tr>
</tbody>
</table>
Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required
- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedure manuals
  - manufacturer’s instructions/operation manuals
- A range of store retail equipment
WRRCA5B Operate Retail Information Technology Systems

This unit encompasses the competencies required to use and apply store information technology systems in a retail environment. It involves demonstrating knowledge of the hardware and software in use, editing and updating information and solving problems in relation to equipment/hardware/software.

**ELEMENTS OF COMPETENCY**

**PERFORMANCE CRITERIA**

1. **Use store information technology system**

   1.1 Knowledge of store information technology system accurately demonstrated and conveyed to other staff members as required.

   1.2 Hardware accurately identified and operated according to manufacturer’s instructions and store procedures.

   1.3 Software accurately identified and used according to manufacturer’s instructions and store procedures.

   1.4 Application and uses of software available, accurately identified and used according to store procedures.

   1.5 Data transmitted according to Electronic Data Interchange procedures as required.

   1.6 Keyboard skills used accurately to enter information as required by store policies.

   1.7 Back up procedures regularly performed according to store procedures.

2. **Edit/update information**

   2.1 Information to be edited/updated correctly identified according to store procedures.

   2.2 Information on system accurately edited/updated according to store procedures.

   2.3 Price changes accurately identified and entered into store system as required.

   2.4 Matching of shelf data price and computer records ensured.

3. **Solve problems**

   3.1 Equipment/hardware/software faults identified and rectified where possible or expert assistance sought without delay.

   3.2 Maintenance program for hardware and software systems monitored and implemented according to manufacturer’s specifications and store procedures.

   3.3 Routine problems handled using appropriate problem solving techniques and referred to appropriate personnel as required.

   3.4 Problems arising at point of sale evaluated and resolved according to store procedures.

   3.5 Assistance positively and actively provided to staff as problems arise.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - information technology systems

- Types of equipment used may include:
  - personal computers/terminals which may be stand alone or networked
  - scanning equipment
  - bar coding
  - point of sale terminals
  - pricing equipment

- Software may include:
  - menus
  - word processing
  - databases
  - electronic data interchange (E.D.I.)

- Systems used may include:
  - centrally based
  - store based
  - networked

- Applications and use of information technology systems may include:
  - point of sale operations
  - EFTPOS
  - credit cards
  - smart cards
  - loyalty cards
  - fly buys
  - credit checks granting of credit, loans
  - arrangement of credit for customer via a third party
  - customer details, records
  - financial details
  - pricing, price changes
  - store specials, suppliers deals (direct to store)
  - inventory control/stock losses
  - ordering of stock
  - stock transfers
  - staff productivity, scanning rates, sales volume
  - staff payroll (from staff log in and log out)
RANGE OF VARIABLES (CONTINUED)

- staff rosters
- sales reports
- individual/department/item sales performances
- profitability of lines/items

- Information to be entered may include:
  - price changes (manually or electronically)
  - staffing information
  - customer details/records including names, addresses, consumer information/profiles
  - stock records
  - stock transfers
  - orders

- Stock ordering/selling may include:
  - electronic cataloguing
  - use of multi-media
  - selling from computer screen
  - electronic data interchange (E.D.I.)
  - delivery management
  - use of internet facilities
  - suppliers using shopping pages to communicate information direct to customer

- System problems may relate to:
  - hardware faults, breakdowns
  - software
  - staff abilities/training
  - point of sale, eg. EFTPOS, credit facilities, cheque clearances
  - pricing variations

- Problems may be solved by:
  - routine procedures
  - manufacturers recommendations
  - lateral thinking
  - operator or manager
  - referral to specialist/expert

- Back up procedures may include:
  - zip drives
  - CD ROM
  - digital tape
  - floppy discs

- Relevant personnel may include:
  - store/area manager
  - supervisor
  - team leader
  - technical specialist
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Consistently applies store policies and procedures in regard to information technology systems including:
  − resolution of system faults
  − use and application of store credit and EFTPOS
  − reviewing and entering information on store system.

• Follows requirements of relevant legislation and statutory requirements including consumer law and credit procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

• Store policies and procedures, in regard to use and operation of store information technology systems including:
  − use and maintenance of hardware and software systems
  − solutions to problems/breakdowns
  − operation of equipment

• Relevant legislation and statutory requirements including:
  − consumer law
  − credit procedures
  − occupational health and safety

• Relevant industry codes of practice

• Store product and services range, including pricing structure

• Manufacturer specifications in regard to operation of hardware and software

• Software licensing specifications

• Techniques for problem solving

Skills in:

• Using store technology information systems
• Application and use of hardware and software
• Interpersonal communication skills
• Literacy and numeracy skills in regard to:
  − processing, recording and documenting information
**EVIDENCE GUIDE (CONTINUED)**

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Knowledge of store information technology systems will need to be conveyed to others.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information on hardware and software will need to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Editing and updating information requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when demonstrating information to others.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be required when using specific software packages.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when identifying problems at point of sale and establishing a suitable resolution.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied throughout this unit.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA5B can be assessed with other units which make up a particular job function.

Evidence gathering methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required
- A real or simulated work environment
- Hardware and software instruction manuals
- Information technology system
- Relevant documentation, such as:
  - store/sample policies and procedures on management of information technology systems
  - legislation and statutory requirements
  - occupational health and safety requirements
  - industry codes of practice
WRRCS2B Apply Point of Sale Handling Procedures

This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation.

**ELEMENTS OF COMPETENCY**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Operate point of sale equipment</td>
</tr>
<tr>
<td>1.1 Point of sale equipment operated according to design specifications.</td>
</tr>
<tr>
<td>1.2 Point of sale terminal opened and closed according to store procedure.</td>
</tr>
<tr>
<td>1.3 Point of sale terminal cleared and tender transferred according to store procedure.</td>
</tr>
<tr>
<td>1.4 Cash handled according to store security procedures.</td>
</tr>
<tr>
<td>1.5 Supplies of change in point of sale terminal maintained according to store policy.</td>
</tr>
<tr>
<td>1.6 Active point of sale terminals attended according to store policy.</td>
</tr>
<tr>
<td>1.7 Records completed for transaction errors according to store policy.</td>
</tr>
<tr>
<td>1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained.</td>
</tr>
<tr>
<td>1.9 Customers informed of delays in the point of sales operation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Perform point of sale transactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Point of sale transactions completed according to store policy.</td>
</tr>
<tr>
<td>2.2 Store procedures identified and applied in respect of cash and non-cash transactions.</td>
</tr>
<tr>
<td>2.3 Store procedures identified and applied in regard to exchanges and returns.</td>
</tr>
<tr>
<td>2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging.</td>
</tr>
<tr>
<td>ELEMENTS OF COMPETENCY</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>3 Complete sales</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4 Wrap and pack goods</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - operation of point of sale equipment
  - security
  - sales transactions
  - handling techniques of stock

- Point of sale equipment may include:
  - cash registers
  - cash drawers
  - scanners

- Customer interactions may include:
  - greetings
  - price confirmation
  - delivery inquiries
  - reward point inquiries
  - regular and new customers
  - routine or special requirements

- Transactions may include:
  - EFTPOS
  - cheques
  - Travellers cheques
  - credit cards/store cards
  - smart cards
  - lay-by
  - returns
  - exchanges
  - gift vouchers

- Packing and wrapping materials may include:
  - boxes
  - bags
  - paper
  - bubble wrap
  - gift wrapping

- Staff may include:
  - full time
  - casual
  - part time
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently operates point of sale equipment according to manufacturer’s instructions and store policies and procedures.
- Consistently applies store policies and procedures in regard to cash handling and point of sale transactions.
- Processes sales transaction information responsibly and accurately according to store policies and procedures.
- Constantly applies store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in relation to:
  - customer service
  - point of sale transactions
  - allocated duties and responsibilities
  - exchanges and returns
  - handling, packing and wrapping of goods/merchandise
- The range of services provided by the store
- Stock availability
- Relevant legislation and statutory requirements including:
  - Trade Practices Act
  - consumer law
  - industry codes of practice
  - occupational health and safety
- Cash and non-cash handling procedures including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale equipment
  - recording takings
  - security of cash and non cash transactions
  - change required and denominations of change
EVIDENCE GUIDE (CONTINUED)

- Functions and procedures for operating point of sale equipment including:
  - registers
  - numerical display board
  - calculators
  - electronic scales
  - scanners

Skills in:
- Following set routines and procedures
- Verbal and non verbal communication
- Questioning and active listening
- Dealing with different types of transactions
- Wrapping and packing techniques
- Store bag checking procedures
- Merchandise handling techniques
- Literacy skills in regard to written sales and delivery documentation
- Numeracy skills in regard to rendering change

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>By communicating with the customer in relation to the amount owed and identifying delivery requirements.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>By identifying customer requirements in relation to picking up parcels or having them delivered and to where.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>By organising the wrapping and packaging of goods and maintaining adequate supplies.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>This skill may not be applicable to this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques need to be used when receiving money from customer and in giving correct change.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Organising delivery and packaging goods will require problem solving skills.</td>
<td>1</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

| How can the use of technology be applied? | Using various point of sale equipment requires the use of technology. | 1 |

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRC2SB can be assessed with the following units:
- WRRLP2B Minimise theft
- WRRC3B Interact with customers
- WRR11B Perform stock control procedures
- WRFF1B Balance the register/terminal

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - financial transaction dockets/slips
  - lay by/credit/product return slips
  - store policy and procedures manuals
- A range of point of sale equipment
WRRF1B Balance Register/Terminal

This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

**ELEMENTS OF COMPETENCY**

**PERFORMANCE CRITERIA**

1 Remove takings from register/terminal

1.1 Register/terminal balance performed at designated times according to store policy and procedures.

1.2 Cash float separated from takings prior to balancing procedure and secured according to store policy.

1.3 Change supplied to register/terminal according to store policy.

1.4 Register/terminal reading or print out accurately determined.

1.5 Cash and non-cash documents removed and transported according to store security policies and procedures.

2 Reconcile takings

2.1 Cash counted accurately.

2.2 Non-cash documents calculated accurately.

2.3 Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.

2.4 Records for store and individual department takings recorded accurately and according to store policy.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - register/terminal balance
  - security

- Register/terminals may be:
  - manual
  - electronic

- Non-cash transactions may include:
  - credit cards
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (C.O.D.)
  - customer refunds
  - customer credit ratings

- Register/terminals may be cleared by:
  - operator
  - specialist staff
  - at intervals during or at close of trading
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates register/terminal equipment according to manufacturers’ instructions and store policy.
- Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.
- Consistently applies store policies and procedures in regard to reading registers and recording information.
- Processes documentation/records responsibly and according to store policies and procedures.
- Reconciles takings according to store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - cash float
  - operation of equipment used at register/terminal

- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay by
  - credit and returns

Skills in:

- Completing tasks in a set time frame
- Literacy skills in regard to interpreting documentation
- Numeracy skills in regard to:
  - counting cash
  - calculating non-cash transactions
  - reporting on takings
**EVIDENCE GUIDE (CONTINUED)**

**Generic Process Skills**
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Errors in readings may need to be communicated to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Reconciling takings requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when establishing individual and store department takings.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be required when balancing register/terminal.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied through using the register/terminal.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Context of Assessment**

**Assessment Process**
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the
elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence,
  including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF1B can be assessed with the following units:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>WRR11B</td>
<td>Perform stock control procedures</td>
</tr>
</tbody>
</table>

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a
simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - financial transaction dockets/slips/invoices
  - sample debit, credit card vouchers
  - recording/tally sheets
  - store policy and procedure manuals in regard to register/terminal balance
- Register/terminal and related equipment
# WRRI1B Perform Stock Control Procedures

This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

## Elements of Competency

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Receive and process incoming goods</strong></td>
</tr>
<tr>
<td>1.1 Cleanliness and orderliness in receiving bay maintained according to store policy.</td>
</tr>
<tr>
<td>1.2 Goods unpacked using correct techniques and equipment in line with store policy.</td>
</tr>
<tr>
<td>1.3 Packing materials removed and disposed of promptly according to store policy.</td>
</tr>
<tr>
<td>1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.</td>
</tr>
<tr>
<td>1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.</td>
</tr>
<tr>
<td>1.6 Stock levels accurately recorded on store stock systems, according to store policy.</td>
</tr>
<tr>
<td>1.7 Secure storage of goods arranged according to store policy and legislative requirements.</td>
</tr>
<tr>
<td>1.8 Stock dispatched to appropriate area/department.</td>
</tr>
<tr>
<td>1.9 Stock price and code labels applied when required according to store policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2 Rotate stock</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy.</td>
</tr>
<tr>
<td>2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements.</td>
</tr>
<tr>
<td>2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements.</td>
</tr>
<tr>
<td>ELEMENTS OF COMPETENCY</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 3 Participate in stocktake | 3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures.  
3.2 Stock records documentation completed according to store stock control system.  
3.3 Discrepancies in stock recorded and reported to relevant personnel.  
3.4 Electronic recording equipment operated and maintained according to manufacturer’s specifications. |
| 4 Reorder stock | 4.1 Minimum stock levels identified according to store policy.  
4.2 Stock requisition forms or electronic orders completed accurately.  
4.3 Undelivered stock orders identified on stock system and followed up without undue delay. |
| 5 Dispatch goods | 5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.  
5.2 Credit request documentation completed according to store procedure.  
5.3 Goods stored securely while awaiting dispatch.  
5.4 Delivery documentation completed according to store procedures.  
5.5 Special delivery instructions noted.  
5.6 Items packed safely and securely to avoid damage in transit. |
**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - stock control
  - dispatch
- Stock recording may be:
  - manual
  - electronic
- Stocktakes may be:
  - cyclical
  - compliance driven
- Store stock control may include:
  - checking incoming or existing stock
  - special orders
- Stock may be moved:
  - manually
  - mechanically
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Reporting of faults may involve:
  - telephone
  - fax
  - email
  - letter
  - face to face
- Legislative requirements may include:
  - occupational health and safety
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - waste removal and environmental protection
  - transport, storage and handling of goods
- Relevant personnel may include:
  - team leader
  - supervisor
  - store/area manager
**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and applies manufacturers’ instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.
- Interprets and processes information accurately and responsibly.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
- Reporting faults and problems
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety regulations

Skills in:

- Following set routine sand procedures
- Using electronic labelling/ticketing equipment
- Literacy and numeracy skills in regard to:
  - stock records and delivery documentation
## EVIDENCE GUIDE (CONTINUED)

### Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can <strong>communication of ideas and information</strong> be applied?</td>
<td>Reordering stock may require ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised?</strong></td>
<td>Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised?</strong></td>
<td>Identifying stock levels and reordering requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Team work may be applied when undertaking stocktake procedures.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>problem solving skills</strong> be applied?</td>
<td>Problem solving skills may be applied when identifying excess stock and determining storage or return of items.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>technology</strong> be applied?</td>
<td>The use of technology may be applied when recording stock and reporting faults and problems.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Context of Assessment

#### Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.
**EVIDENCE GUIDE (CONTINUED)**

**Integrated Competency Assessment**
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRI1B can be assessed with the following units:

- WRRCS2B  Apply point of sale handling techniques
- WRRLP2B  Minimise theft
- WRRC3B  Interact with customers
- WRRF1B  Balance the register/terminal

**Evidence Gathering Methods**
Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

**Resources Required**

- A retail work environment
- Access to relevant equipment including stock moving equipment, manual and electronic labelling/ticketing equipment, computers/stock recording equipment
- Relevant documentation, such as: invoices/packing slips/dispatch documents/order forms, recording/tally sheets, store policy and procedures manuals, occupational health and safety regulations, legislation and statutory requirements, industry codes of practice
WRRM3B Coordinate Merchandise Presentation

This unit encompasses the competencies required to ensure that staff arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store requirements, promotions and special events and providing feedback to management in regard to improvement of store marketing and promotional activities.

ELEMENTS OF COMPETENCY

1 Coordinate merchandise presentation and display

2 Implement merchandise pricing

PERFORMANCE CRITERIA

1.1 Items to be advertised/promoted, identified according to store merchandising policy.

1.2 Promotions or special events planned, coordinated and evaluated as directed by management.

1.3 Construction and maintenance of displays planned and supervised in order to achieve balance and visual impact.

1.4 Staff informed of store display standards/requirements.

1.5 Staff informed of occurrence and timing of promotions and special events.

1.6 Product/service display information accurately depicts product/service being promoted.

1.7 Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow.

1.8 Displays constructed and maintained in a safe, secure manner.

1.9 Replenishment of merchandise and rotation of stock on store displays regularly monitored and action taken as required.

1.10 Staff informed of appropriate timing for dismantling and disposal of displays.

1.11 Merchandise presentation evaluated against sales turnover and store presentation standards.

1.12 Management provided with feedback in regard to improvement of store marketing and promotional activities.

2.1 Store policies and procedures implemented in regard to pricing/ticketing.

2.2 Current prices for products and services identified and amended according to store policy.

2.3 Team members informed of both price changes and current pricing policies.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - merchandising
  - pricing policies
- Display requirements may include:
  - setting up new displays
  - maintaining existing ones
- Display may be located in a variety of areas including:
  - windows
  - shelves
  - walls fixtures on floor
- Tickets may be provided or produced:
  - electronically
  - manually
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Promotions and special events may include:
  - advertising
  - catalogues
  - special offers
  - in store promotions
  - seasonal promotions
- Pricing policies may include:
  - discounted items
  - inclusion/exclusion of Goods and Services Tax (GST)
  - sale items
- Staff and store requirements may include:
  - varying levels of staff training
  - staffing levels
  - full time, part time or casual staff
  - routine or busy trading times
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and accurately implements store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements.
- Identifies products to be advertised/promoted according to store merchandising policies.
- Coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner.
- Informs staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays.
- Evaluates and reports sales and presentation effectiveness of store merchandising/promotional activities to management and staff as required by store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, pricing and ticketing
  - merchandise range
  - storage of stock
  - stock rotation and replenishment
  - minimum stock levels required
- Procedure for accessing information and implementing price changes
- Principles of display/design
- Location of display areas
- Availability and use of materials
- Store promotional themes
- Occurrence and timing of store promotions including advertising, catalogues and special offers
- Load bearing capacity of fixtures and display areas
- Correct storage procedures for labelling/ticketing equipment and materials
- Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements including Trade Practices and Fair Trading Acts
- Pricing procedures including Goods and Services Tax (GST) requirements
- Relevant industry codes of practice
- Principles and techniques of interpersonal communication skills
- Manufacturer’s specifications for the use of electronic labelling/ticketing equipment
EVIDENCE GUIDE (CONTINUED)

Skills in:

- Use and maintenance of electronic labelling/ticketing equipment
- Interpersonal communication skills including:
  giving feedback
  coaching
  performance analysis
  questioning/listening/observation
  group presentation
  team motivation
  negotiation
  verbal and non verbal communication
  team leadership
- Literacy and numeracy skills in relation to:
  machine or manual preparation of labels/tickets
  reading and interpreting store policies and procedures
  merchandise presentation and pricing

Generic Process Skills
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Informing staff of promotions and special events requires communication of ideas and information.</td>
<td>2</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Planning promotions and special events requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Planning the construction and maintenance of displays requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be required when supervising staff in setting up and maintaining displays.</td>
<td>2</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Identifying and amending prices for products and services requires the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when planning and constructing displays.</td>
<td>2</td>
</tr>
</tbody>
</table>
How can the use of technology be applied?
The use of technology will be applied when constructing displays and evaluating sales turnover.

2

Context of Assessment
Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to
• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM3B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:
• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required
• A retail work environment
• Pricing and ticketing equipment
• Merchandise for display
• Display materials and props
• Relevant documentation, such as:
  store policy and procedures manuals on merchandising
  occupational health and safety requirements
  manufacturer’s instructions/operation manuals on electronic ticketing equipment
  legislation and statutory requirements
  industry codes of practice
• Access to a work team
WRRO1B **Manage Merchandise and Store Presentation**

This unit encompasses a range of competencies required to manage merchandise and store presentation. It involves managing store merchandising, planning and managing store advertising and promotions, managing store pricing policies and managing housekeeping.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Manage store merchandising | 1.1 Layout and presentation support market position and promote customer flow according to store policy.  
1.2 Layout assessment checks developed and implemented.  
1.3 Standards for visual presentations and displays defined and clearly communicated to all staff.  
1.4 Staff consulted to assess customer response to space allocations. |
| 2 Plan and manage store advertising and promotions | 2.1 Store policies and procedures, managed and implemented in regard to store promotional activities.  
2.2 Activities organised in line with anticipated/researched customer requirements.  
2.3 Promotions managed in order to achieve maximum customer impact.  
2.4 Arrangements with suppliers negotiated in regard to special promotional activities.  
2.5 Store activities coordinated to complement shopping centre/retail complex promotions.  
2.6 Assessment checks developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response.  
2.7 Promotional activities accurately documented and reported on. |
<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Manage store pricing policies</strong></td>
<td>3.1 Store policies and procedures maintained in regard to pricing.</td>
</tr>
<tr>
<td></td>
<td>3.2 Accurate information on pricing trends and changes maintained and communicated to relevant staff.</td>
</tr>
<tr>
<td></td>
<td>3.3 Procedures developed and implemented for pricing according to store policies and legislative requirements.</td>
</tr>
<tr>
<td><strong>4 Manage housekeeping</strong></td>
<td>4.1 Store policies and procedures developed and implemented in regard to store housekeeping and maintenance.</td>
</tr>
<tr>
<td></td>
<td>4.2 Roster/schedules developed and managed, ensuring store housekeeping standards are monitored and maintained.</td>
</tr>
<tr>
<td></td>
<td>4.3 Contingency plan initiated in the event of merchandise or store presentation problems.</td>
</tr>
</tbody>
</table>
Range of Variables

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - promotion of products and services
  - housekeeping

- Pricing procedures may include:
  - marking down of slow moving stock
  - soiled or damaged goods
  - goods close to use-by date
  - end of season stock

- Store merchandising plan may include:
  - target market/market research
  - store image
  - store layout and space availability
  - seasonal lines
  - pricing policy

- Customer market research may be:
  - formal
  - informal

- Promotions may include:
  - advertising
  - catalogues
  - newspapers
  - posters
  - radio or TV
  - suppliers
  - Internet/website

- Promotions may involve:
  - external and in-store activities
  - corporate or locally based
  - dealing with advertising agencies and consultants
RANGE OF VARIABLES (CONTINUED)

- Pricing policies may include:
  long term and short term
  internal and external considerations
  pricing policies including Goods and Services Tax (GST) requirements

- Legislative requirements may include:
  Trade Practices and Fair Trading Acts
  consumer law

- Housekeeping may include:
  store premises
  fittings
  fixtures
  equipment

- Contingency plans may include:
  major spillages
  flood/storm
  breakages
  black out
  break in
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Collaboratively plans layout and presentation of merchandise according to store policies and procedures.
- Assesses effectiveness of layout and presentation according to sales targets and/or predetermined objectives.
- Collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures.
- Assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures.
- Collaboratively plans, coordinates and implements pricing activities according to store policies and procedures.
- Collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and occupational health and safety legislation/regulations/codes of practice.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing/marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
- Occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - visual merchandising
  - project management
EVIDENCE GUIDE (CONTINUED)

Skills in:

- Providing feedback on performance
- Communicating store standards and expectations
- Report presentation
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Pricing trends and changes need to be communicated to relevant staff.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Developing and implementing assessment checks requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Coordinating store activities to complement shopping centre/retail complex promotions requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when consulting with staff to assess customer response to space allocations.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be applied when developing pricing procedures.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when initiating a contingency plan in the event of merchandise or store presentation problems.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may be applied when developing rosters/schedules and developing promotional activities.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace

• Third party reports from a supervisor

• Customer feedback

• Answers to questions about specific skills and knowledge

Resources Required

• A retail work environment

• Relevant documentation, such as:
  store policy and procedures manuals
  store merchandising plan
  legislation and statutory requirements
  occupational health and safety legislation/regulations/codes of practice

• Access to a work team
WRRO5B  Control Inventory

This unit covers the skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Manage receipt, dispatch and storage</td>
<td>1.1 Merchandise receipted, dispatched and stored according to store policies and procedures.</td>
</tr>
<tr>
<td>of merchandise</td>
<td>1.2 Cost effective and efficient methods for goods movement determined according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Maintenance procedures for storage areas and equipment implemented according to store policy.</td>
</tr>
<tr>
<td>2 Manage stock control</td>
<td>2.1 Store policies and procedures implemented in regard to stock control and inventories.</td>
</tr>
<tr>
<td></td>
<td>2.2 Store procedures established and implemented to monitor and control stock levels.</td>
</tr>
<tr>
<td></td>
<td>2.3 Budgeted stock levels maintained.</td>
</tr>
<tr>
<td></td>
<td>2.4 Stocktaking procedures established and implemented.</td>
</tr>
<tr>
<td></td>
<td>2.5 Contingency plans established and implemented in regard to stock delivery times.</td>
</tr>
<tr>
<td></td>
<td>2.6 Reports on stock inventories accurately documented and prepared.</td>
</tr>
</tbody>
</table>
**RANGE OF VARIABLES**

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage
  - stock control and inventories

- Stocktaking procedures may include:
  - stock control
  - stock levels
  - cyclical counts
  - minimisation of out of date stock
  - quality control

- Contingency plans may include:
  - breakdowns
  - delays
  - floods
  - breakages
**Evidence Guide**

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policies and procedures, including occupational health and safety policies and guidelines.

- Implements maintenance procedures for storage areas and equipment according to store policy.

- Plans, coordinates and implements activities associated with stock control, including:
  - monitoring and controlling stock levels
  - establishing and maintaining stocktaking procedures
  - documenting and reporting on inventories according to store policies and procedures.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock

- Store systems and equipment for stock recording and control

- Inventory control

- Storage security

- Licensing requirements for operating moving equipment (if applicable)

- Relevant legislation and statutory requirements

- Relevant industry codes of practice

- Occupational health and safety legislation/regulations/codes of practice

Skills in:

- Stocktaking procedures

- Record maintenance

- Literacy skills in regard to:
  - documenting and recording procedures

- Numeracy skills in regard to:
  - interpreting data and cost effectiveness/efficiency
EVIDENCE GUIDE (CONTINUED)

Generic Process Skills
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Implementing stock taking procedures requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Establishing procedures to monitor and control stock levels requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Developing contingency plans requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be required to implement store policies and procedures in regard to stock control.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be applied when developing reports on stock inventories.</td>
<td>3</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Developing contingency plans in regard to stock delivery times will require problem solving skills.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when developing reports on stock inventories.</td>
<td>3</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO5B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace

• Third party reports from a supervisor

• Customer feedback

• Answers to questions about specific skills and knowledge

Resources Required

• A retail work environment

• Relevant documentation, such as:
  store policies and procedures on inventory control
  legislation and statutory requirement
  industry codes of practice
  occupational health and safety legislation/regulations/codes of practice

• Access to:
  a stock control system
  stock control equipment
  a team