



**Australian Government**

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

# **ACMGAS102A Catch and handle a range of quiet animals**

**Revision Number: 2**

## ACMGAS102A Catch and handle a range of quiet animals

### Modification History

March 2012: Minor typographical corrections.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                          |
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| <b>Unit descriptor</b> | <p>This unit of competency covers the techniques required to approach, catch and handle a range of quiet, well-handled domestic animals under supervision.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p> |
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### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Application of the unit</b> | <p>This is an introductory unit for those with little or no animal handling experience in commercial or professional settings with the emphasis on handling quiet, well-handled domestic animals under supervision.</p> <p>In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.</p> |
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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

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

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and describe animals             | <p>1.1. Points of external body parts and features of <b>animals</b> are identified by name and location.</p> <p>1.2. Animals are described using common industry terminology.</p> <p>1.3. Individual animals are <b>identified</b> and described using <b>specific characteristics</b> and descriptions.</p>                       |
| 2. Prepare to catch animals                  | <p>2.1. <b>OHS risks</b> associated with catching animals are evaluated.</p> <p>2.2. Signs of confident and relaxed behaviour are identified in animals.</p> <p>2.3. Signs of fear and distress are identified in animals and reported.</p> <p>2.4. <b>Catching and handling equipment</b> are identified and prepared for use.</p> |
| 3. Catch and move quiet animals              | <p>3.1. <b>Behaviour signals</b> are assessed prior to approaching animals.</p> <p>3.2. <b>Catching technique</b> is selected for nominated animals.</p> <p>3.3. Quiet animals are approached and caught.</p> <p>3.4. Secured animals are moved to required location for treatment or inspection.</p>                               |
| 4. Assist in restraining or handling animals | <p>4.1. Risks associated with handling animals during inspections and treatment are identified.</p> <p>4.2. Approved <b>basic handling</b> methods are practised on quiet animals under supervision.</p> <p>4.3. Assistance is provided during inspection and treatment of animals.</p>                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- employ safe and environmentally responsible organisational systems and procedures when handling animals, materials and equipment
- follow workplace procedures for hazard identification and risk control in the catching and handling of animals
- maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- observe and report domestic animal behaviour
- participate in arrangements for maintaining the health and safety of all people and animals in the workplace
- prepare materials, tools and equipment for catching and handling animals
- use equipment and materials correctly and in accordance with manufacturers' specifications
- oral communication skills/language to fulfill the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to select required equipment and prioritise tasks
- use safe and approved animal handling techniques.

#### Required knowledge

- animal temperaments and behaviours in order to develop an understanding of the associated hazards and risks
- basic awareness of natural animal behaviour relating to the characteristics of the species, age, health status and social needs
- hazards associated with handling animals and control measures
- housing, exercise, social and activity needs of domestic animals
- principles of animal welfare and ethics
- occupational health and safety (OHS) and animal welfare legislative requirements and codes of practice
- safe animal handling techniques and procedures
- safe work practices
- terminology used to identify animals and describe their behaviour.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can:

- identify individual animals
- identify the potential risk factors for animal and human safety and wellbeing when approaching and handling animals
- select catching and handling techniques to minimise the risk of injury or distress
- use appropriate verbal and non-verbal communication skills when approaching, catching or handling quiet domestic animals
- assist in the control of animals during animal care routines or activities
- follow supervisor instructions and work as part of a team.

The skills and knowledge required to catch and handle a range of quiet animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.

#### Context of and specific resources for assessment

Assessment of this unit is to be practical in nature and will most appropriately be assessed in an animal care workplace or in a situation that reproduces normal work conditions. Workplaces can include pet shops, breeding or boarding kennels and catteries, aviaries, companion animal training, grooming establishments, domestic animal zoos, mobile animal facilities and veterinary practices.

There must be access to a range of quiet, well-handled domestic animals as well as relevant information,

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                            | equipment and/or resources to enable one to demonstrate competence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Method of assessment</b>                | <p>To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and over a number of assessment activities.</p> <p>The assessment strategies must include practical skills assessment. Suggested strategies for this unit are:</p> <ul style="list-style-type: none"> <li>• written and/or oral assessment of candidate's required knowledge</li> <li>• observed, documented and first-hand testimonial evidence of candidate's application of practical tasks</li> <li>• simulation exercises that reproduce normal work conditions</li> <li>• third-party evidence</li> <li>• workplace documentation</li> <li>• portfolio.</li> </ul> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p> |
| <b>Guidance information for assessment</b> | Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b><i>Animals</i></b> may include:                                        | <ul style="list-style-type: none"> <li>• quiet, well-handled domestic animals:               <ul style="list-style-type: none"> <li>• cats</li> <li>• dogs</li> <li>• birds</li> <li>• non-venomous reptiles and amphibians.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Reasons that require staff to <b><i>identify</i></b> animals may include: | <ul style="list-style-type: none"> <li>• carrying out supervisors instructions related to catching under supervision and assisting in the handling of animals</li> <li>• developing the skills required to describe animals using industry terminology as well as common terms</li> <li>• developing the skills required to notice differences between animals for future skill development in:               <ul style="list-style-type: none"> <li>• catching, handling and moving the correct animal unsupervised</li> <li>• ensuring feeding, medications and other treatment are provided to the correct animal</li> <li>• making observations of behaviour and health symptoms in individual animals.</li> </ul> </li> </ul> |
| <b><i>Specific characteristics</i></b> of animals may include:            | <ul style="list-style-type: none"> <li>• age, sex and size</li> <li>• coat or skin colours and texture</li> <li>• eye colour</li> <li>• markings, patterns and permanent scars</li> <li>• toe nail colour</li> <li>• microchip, ear tags, tattoos and markings and leg bands.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>OHS risks</i></b> when working with animals may include:            | <ul style="list-style-type: none"> <li>• animal bites, kicks, scratches and crush injuries</li> <li>• biological hazardous waste and sharps disposal</li> <li>• handling of chemicals and medicines</li> <li>• gas leakage</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| <b>RANGE STATEMENT</b>                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• inhalation of aerosol particles</li> <li>• intraocular contamination</li> <li>• manual handling, including carrying, lifting and shifting</li> <li>• needle pricks and cuts from other sharps</li> <li>• release of infective agents (animal and human)</li> <li>• slippery or uneven work surfaces</li> <li>• zoonoses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Catching and handling equipment</i></b> may include: | <ul style="list-style-type: none"> <li>• cages, yards, pens and bags</li> <li>• collars, leads, halters and harnesses</li> <li>• treats and toys.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Behavioural signs</i></b> may include:               | <ul style="list-style-type: none"> <li>• indicators of stress: <ul style="list-style-type: none"> <li>• aggressive behaviour</li> <li>• subdued behaviour</li> <li>• trembling</li> <li>• vocalisation</li> </ul> </li> <li>• confidence and willingness to be approached gestures: <ul style="list-style-type: none"> <li>• relaxed body tone and tail wagging</li> <li>• standing still or remaining sitting or laying down when approached</li> </ul> </li> <li>• defensive gestures: <ul style="list-style-type: none"> <li>• defending territory, other animals or food</li> <li>• growling, barking, hissing and spitting</li> <li>• hair on topline being raised</li> <li>• lunging forward</li> <li>• pecking</li> <li>• striking out with paws</li> </ul> </li> <li>• submissive gestures: <ul style="list-style-type: none"> <li>• lowering body</li> <li>• rolling onto back</li> <li>• tail between legs</li> <li>• turning away from handler.</li> </ul> </li> </ul> |
| <b><i>Catching technique</i></b> may include:              | <ul style="list-style-type: none"> <li>• calling animal by name</li> <li>• encouraging animal to approach by offering a treat</li> <li>• quietly approaching animal, slipping on collar and attaching lead or catching and holding animal with hands</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| RANGE STATEMENT                    |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"> <li>• running animal into a small enclosure.</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Basic handling</b> may include: | <ul style="list-style-type: none"> <li>• using hands to:               <ul style="list-style-type: none"> <li>• assist supervisor during application of treatments or other care activities</li> <li>• prevent animal moving away during inspection</li> <li>• separate animal from others</li> </ul> </li> <li>• carrying animals</li> <li>• grooming animals for cleaning or brushing when de-knotting.</li> </ul> |

## Unit Sector(s)

|             |                        |
|-------------|------------------------|
| Unit sector | General animal studies |
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## Competency field

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| Competency field |  |
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## Co-requisite units

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| Co-requisite units |  |  |
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