

## **Animal Care and Management Training Package – the new ‘Zookeeping Certificate’.**

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### **Abstract**

In February of this year the Animal Care and Management Training Package (ACMTP) was endorsed. In 2005 a stream of the Animal Care & Management Training Package will replace the Certificate III in Zookeeping. The package details training competency standards and assessment guidelines for all industries associated with animal care and management at a number of levels of qualification ranging from Certificate I to Certificate IV, Diploma and eventually Advanced Diploma. The package is broken down into a number of sectors dependent upon which animal sector or industry an individual works in. In the case of the Zoos, Wildlife Parks, Aquaria, Theme Parks, Wildlife Care & Rehabilitation facilities and Circuses, the sector is referred to as Captive Animals. The aim of the Training package is to develop a set of nationally endorsed competency standards, assessment guidelines and qualifications for recognising and assessing an individual's skills within the industry. They also provide the opportunity for professional development at a number of levels. The ACMTP has been under development for over two years and has involved the input of industry representatives in order to determine the competencies that industry require their employees to possess in animal care and management. In addition to being a new up-to-date basis for current and future professional training, the package has an in-built review process that ensures that it remains in step with industry requirements, changes and developments.

### **Certificate III in Zookeeping**

The Certificate III in Zookeeping had its inception in 1993 when the Zoological Board of Victoria (now the Zoological Parks and Gardens Board) and Box Hill College of TAFE (now Box Hill Institute of TAFE) received joint funding for an enterprise based training program (Robertson, 1994). This eventually led to a nationally accredited industry-based Certificate III in Zookeeping which is currently being delivered by three TAFE institutions – Box Hill Institute of TAFE, Brisbane Institute of TAFE and TAFE NSW Sydney Institute.

While the Certificate has provided a qualification that recognises the achievement of attaining competency in the skills and relevant theoretical knowledge to be considered a trained keeper it no longer meets the requirements for a nationally endorsed and funded training program.

### **What now?**

The Australian National Training Authority (ANTA), ‘a commonwealth statutory authority providing a national focus for vocational education and training’ (ANTA, 2001), has been instrumental in the development of a National Training Framework (NTF). The NTF is made up of the Australian Quality Training Framework (AQTF) and Training Packages.

ANTA's role is to manage and promote national aspects of the NTF with State and Territory Training authorities administering the NTF. It is the Training Package section of the NTF that is relevant to the following discussion. ANTA also delegates the development or review of Training Packages to Industry Training Advisory Boards (ITAB). ITABs are organisations recognised by ANTA as representing ‘industry and providing advice to government on the vocational education and training needs of its particular industry’ (ANTA, 2001). With respect to our industry the Rural Training Council of Australia (RTCA) is the ITAB.

In 2000 the RTCA commissioned a consultancy group to conduct a scoping exercise that looked at the relevance of training packages to the animal care industry (they had by this stage already developed and were reviewing the Veterinary Nursing Training Package – VNTP).

In short this scoping exercise and subsequent meetings, workshops and surveys which have had industry input, have lead to the implementation of the process of the development of the Animal Care and Management Training Package (ACMTP).

### Where to?

The ACMTP has its root in the VNTP. After the scoping exercise described above a decision was taken to include the ‘wider animal industries’ in the VNTP and rename it the ACMTP. These wider animal industries are categorised into sectors with respect to their core functions (see Table 1: ACM Industry sectors). Our industry is referred to as Captive Animals and, as for the Certificate III in Zookeeping, is inclusive of all the industries currently covered by the Certificate. In addition it includes three further industries: wildlife care and rehabilitation facilities, mobile displays and circuses.

Animal Control & Regulation	Animal Technology	Captive Animals	Companion Animal Services	Veterinary Nursing
<ul style="list-style-type: none"> <li>● Pound Manager</li> <li>● Ranger</li> <li>● Community Officer</li> <li>● Urban Animal Controller / Manager</li> <li>● Pest Animals Officer</li> <li>● Regulatory Services Manager</li> <li>● Animal Inspector</li> </ul>	<ul style="list-style-type: none"> <li>● Laboratory animal carer</li> <li>● Laboratory animal researcher</li> </ul>	<ul style="list-style-type: none"> <li>● Aquaria</li> <li>● Circuses</li> <li>● Mobile displays</li> <li>● Theme parks</li> <li>● Wildlife Care &amp; Rehabilitation facilities</li> <li>● Wildlife parks</li> <li>● Zoos</li> </ul>	<ul style="list-style-type: none"> <li>● Animal handler</li> <li>● Animal trainer</li> <li>● Assistance dog trainer</li> <li>● Cattery / kennel attendant</li> <li>● Groomer</li> <li>● Pet exerciser</li> <li>● Pet funeral operator</li> <li>● Pet shop / aquarium assistant or manager</li> <li>● Pet transporter</li> <li>● Security dog handler</li> <li>● Breeder</li> <li>● Shelter Manager</li> </ul>	<ul style="list-style-type: none"> <li>● Veterinary Nurse</li> </ul>

**Table 1:** The five ACM Industry sectors represented by the ACMTP and the specific industries which each of these sectors covered. With respect to our industry we are referred to as Captive Animals (shaded column). Table modified from RTCA (2001)

Training Packages such as the ACMTP are designed to:

- [be a] ‘toolkit’ for training and assessment
- outline the skills and knowledge required by employees
- outline the standard of performance required for an employee to be deemed competent
- set down guidelines for national qualifications
- [be] industry best standard/best practice for what is done on the job
- [be] based on the workplace outcomes and job functions’ (RTCA, 2001)

Arguably the current Certificate III was also designed to be all these things and, indeed in principle, was designed to be developed with industry representation to meet the needs of industry. However it does not adequately meet the standards set out in the current NTF. In addition to this since its inception in the early 90’s it has had no formal review with respect to its continuing relevance to an industry that is not only dynamic but has undergone significant changes in the past decade. The Certificate III also only meets the needs of ‘trainee zookeepers’. There is a deficiency (before), in terms of ‘priming’ people for the industry, and (after), in terms of further professional development of staff once they have completed their initial three years of training. In addition the Certificate has arguably not effectively met the diverse needs of the industry, given the diverse range of variables within the sector [it is likely that certainly initially the ACMTP may still to a lesser degree suffer from this].

The ACMTP seeks to address some of these concerns by:

1. developing a package that covers Australian Qualifications Framework (AQF) for Certificates II – IV, Diploma and eventually Advanced Diploma and hence address the current ‘pre-certificate III-training’ and ‘post-certificate III-training’ deficiencies,  
  
and by
2. providing flexibility within the package to be able to tailor training needs to specific industries within the broader context and hence still meeting the overall training requirements of the sector.

The Training package provides flexibility by drawing all the animal care industries together under the same package where common units of competency are shared between the sectors while still providing sector specific units of competency.

### **How does it work?**

Training packages:

- define the skills and knowledge ‘required by employees within the industry and set clear bench marks for assessment of staff performances’ (RTCA, 2001) and are referred to as *Competency Standards* (see Appendix 1 for an example of a *Competency Standard*).

- define the ‘rules of assessment (*Assessment Guidelines*) against the competency standards and establishes quality assurance processes for assessment to ensure that assessment outcomes are valid, reliable, flexible and fair’ (RTCA, 2001)
- define the ‘*Qualifications* that can be achieved by ‘packaging’ competency standards together’ (RTCA, 2001)

An integral part of the development of Training Packages is consultation with the industry(s) for which the Training Package is being developed (ANTA, 2001). The *Competency Standards*, *Assessment Guidelines* and *Qualifications* are all determined through this process of consultation between the RTCA and a wide range of industry representatives to enable a broad cross-section of views and experience to be considered. It is vital that they not only meet industry needs but that they also provide the individual being trained with skills and knowledge that are not only relevant to the industry but that are also flexible and portable across the workforce (ANTA, 2001).

This consultation process has occurred in a number of ways including:

- the circulation of draft standards for comment across industry,
- the meeting and teleconferencing of industry reference groups (IRG’s<sup>1</sup>) as required, and
- the meeting and teleconferencing of the National Industry Steering Committee (NISC<sup>2</sup>) members as required.

Once this consultation process has finished it then remains for the Training Package to be endorsed by the various industries it seeks to cover. It is only with this endorsement that the package can become the training guidelines for the future training of staff.

### **How is the package used to deliver training outcomes?**

The endorsed components, that is the competency standards, the assessment guidelines and the qualifications packaging, provide the relevant information for Registered Training Organisations (RTOs) to be able to deliver training, assess competence and ultimately provide qualifications. Once again the industry determines who their RTO will be. For example industry may decide to remain with the *status quo* and continue its relationship with the three TAFEs that currently deliver the Certificate III in Zookeeping. Industry may however elect to employ alternate RTOs or individual zoos themselves may decide to become RTOs and deliver the full range of their staff training needs. Ultimately this will be another decision that industry will need to make in the future.

Whatever the outcome with respect to choosing RTOs once chosen they will (may) need to develop relevant curricula to support the competency standards, in addition to developing training plans and provide resources for training. Once again it will be up to industry to endorse these elements of their staff training needs before training commences.

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<sup>1</sup> IRGs for the captive animal industry include representatives from all areas of the industry where possible. With respect to the ACMTP representatives have come from zoos, theme parks, RTOs wildlife carers and wildlife parks.

<sup>2</sup> The NISC has sitting members from all sectors whose training needs are represented in the ACMTP.

### What stage of the process is the Training Package at now?

The final draft of the training package was submitted to industry representatives for endorsement late last year. It was endorsed by industry at which stage it was submitted to the relevant government bodies for final endorsement – this occurred in February this year.

As well as outlining the competency standard (the skills and knowledge required to be competent) With respect to assessment guidelines, decisions need to be made about such issues as; how an individual is assessed, who is qualified to assess them, and where such assessment takes place. This would include a process of recognising current competencies, assessing underpinning knowledge and skills as well as an assessment of workplace performance for each competency standard. While there may be some general rules for assessment there may also be more specific rules associated with each competency standard being assessed.

With respect to qualifications packaging competency standards are ‘packaged’ together in order to produce a qualification that aligns with the Australian Qualifications Framework (AQF) from Certificates II to IV, Diploma and Advanced Diploma as well as reflecting industry levels (see Table 3).

Zookeeper Levels*	AQF Level
Secondary School vocational education student/volunteer	2 (Certificate II)
Trainee Zookeeper, wildlife and animal attendant, Registered Wildlife Carers	3 (Certificate III)
Zookeeper	4 (Certificate IV)
Senior Keeper/Keeper-in-Charge	5 (Diploma)
Operations Manager/Curator	6 (Advanced Diploma)

**Table 3:** Example of how industry levels might be reflected at each AQF level (\* please note that the industry levels mentioned above relate to those currently used by the Zoological Parks and Gardens Board in Victoria and do not necessarily reflect that of other institutions in the industry. How these AQFs relate to industry levels nationally will need to be determined.).

As an example (modified from RTCA, 2003): Certificate II will be a general qualification across all sectors and may be known as Certificate II in Animal Studies. A person planning to become a vet nurse would need to be competent in the following competency standards at the Certificate II level in order to, in future, train in veterinary nursing:

- 5 common core units (competency standards) whose titles are:
  - Work in the animal care industry
  - Follow OHS procedures in an animal care environment
  - Assist with general animal care
  - Provide feed and water for animals
  - Participate in workplace communications
- 5 electives

3 from the Vet Nursing sector

- Carry out veterinary reception duties
- Carry out daily clinic routines
- Assist in surgery preparations

PLUS

Two other units – from the ACMTP or any other national endorsed Training Package (which may include, but are not limited to functions such as retail, administration, information technology, first aid (human), etc.)

While a person wanting to enter the captive animal industry might be expected to do the same 5 core units as above as well as:

- 5 electives
    - Assist with food preparation
    - Prepare for and conduct a tour
    - Capture animals and apply basic first aid
- PLUS
- Two other units from the ACMTP or any other nationally endorsed Training Package.

Certificate III and above then become specialist Certificates in that they have a main focus with respect to industry sectors while still enabling trainees to go outside the sector to do elective units (see Table 2 for a draft version of this).

### **What happens in the future?**

To ensure the relevancy and currency of all training packages, as well as ironing out issues that arise, they must undergo a review process which commences 18 months after the date of endorsement and is 'usually scheduled to be completed around three years after they have been endorsed' (Lewis, 2002).



AQF	COMMON	ANIMAL HUSBANDRY	NUTRITION	EXHIBIT DESIGN & DVT	COLLECTION PLANNING & MANAGEMENT	INTERP & EDUCN	WORKING / MANAGING CAPTIVE IND	CONSERVATION & RESEARCH	WILDLIFE
2	<p><b>CMN 02A Follow OHS procedures in an animal care environment</b></p> <p><b>CMN 5A Participate in workplace communication</b></p> <p>RTC2704A Provide basic first aid (human)</p>	<p><b>CMN 3A Assist with general animal care</b></p>	<p><b>CMN4A Provide feed and water</b></p> <p><i>23A Assist with food preparation</i></p>	<p>RTF 2215A Assist with landscape construction</p> <p>RTC2307A Operate machinery and equipment</p>		<p><i>22A Prepare for and conduct a tour</i></p>	<p><b>CMN1A Work in the animal care industry</b></p>		<p><i>21A Capture non dangerous animals and apply basic first aid</i></p>
3	<p><b>RTE3713A Carry out workplace OHS procedures</b></p>	<p><b>05A Monitor and maintain animal health</b></p> <p><b>06A Capture, restrain and assist in moving animals</b></p> <p><i>07A Care for young animals</i></p> <p><i>19A Monitor animal reproduction</i></p> <p><i>26A Condition animals</i></p> <p><b>13A Revised to: Identify behavioural needs and implement enrichment activities</b></p>	<p><b>04A Prepare animal diets and monitor feeding</b></p>	<p><b>03A Prepare and maintain animal housing</b></p> <p><i>09A Design enclosures and exhibits</i></p>	<p><b>08A Assist with and record animal information</b></p>	<p><b>18A Prepare and present information to the public</b></p>	<p><b>02A Work within a captive animal organisation</b></p>	<p>CULMS410A Provide research assistance (Museum)</p>	<p>01A Rehabilitate and release wildlife animals</p> <p>RTD3125A Respond to wildlife emergencies</p>
4	<p><b>RTC4701A Implement and monitor OHS systems</b></p>	<p><i>20A Nurse animals in a captive environment</i></p> <p><b>27A Develop, monitor and review behavioural management strategies</b></p>	<p><b>11A Develop animal diets</b></p> <p><i>25A Assist in establishing and maintaining a zoological plantation</i></p>	<p><b>24A Manage enclosures and exhibits</b></p>	<p><b>28A Implement collection plan</b></p>	<p><i>VN 411A Prepare, deliver and review animal care education programs</i></p> <p><b>BSZ404A Train small groups</b></p>	<p><i>BSBCMN405A Analyse and present workplace information</i></p>	<p><i>CULLB514A Provide assistance for research and projects (Museum)</i></p>	
5	<p>RTC5701A Establish and maintain organisational OHS system</p>			<p><b>10A Design and develop enclosures and exhibits</b></p>	<p><b>17A Develop and monitor a collection plan</b></p>	<p>BSZ501A Analyse competency requirements</p>	<p>BSBHR402A Recruit and select staff</p>	<p>CULMS617A Undertake research (Museum)</p>	

**Table 2: DRAFT Matrix of Captive Animal Sector Competencies as they relate to industry functions and level of qualification. Competency Standards highlighted in bold indicate core subjects that must be taken and those highlighted in italics indicate electives to be taken in conjunction with core subjects to achieve qualification with numbers required dependent upon industry requirements for that level of qualification.**

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## **References**

**ANTA (2001)** Process for Training Package development. Australian National Training Authority, Melbourne.

**Lewis, A (2002)** ABC of VET: Training Packages. Australian National Training Authority, Melbourne.

**Robertson, I (1994)** Zookeeping and Recognition of Prior Learning. *RPL* July 1994

**RTCA (2001)** Animal Care and Management Training Package – Phase II Review 8 August 2001 PowerPoint Presentation

**RTCA (2003)** Animal Care and Management Training Package Captive Animal Sector – Discussion areas for the Captive Animal Workshop, Taronga Zoo, Sydney, Friday 7<sup>th</sup> March 2003

## **Relevant Websites**

Australian National Training Authority (ANTA) Website - [www.anta.gov.au](http://www.anta.gov.au)

Rural Training Council of Australia (RTCA) Website – [www.rtca.com.au](http://www.rtca.com.au)

## Appendices

### Appendix 1: Example and explanation of a Competency Standard

#### 1a Explanation of the various aspects of a competency standard

Unit Code	Unit Title
<b>The title of a competency standard</b>	
Brief explanation (or unit descriptor) of what the competency standard covers with respect to performance in the workplace, who it is aimed at and what work functions are involved.	
Element	Performance Criteria
1 Describe outcomes which contribute to this competency standard	Specify the required level of performance
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.	
ie. What is a competency standard?	A competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance require in a workplace.
Evidence Guide	
What evidence is required to demonstrate competence for this standard as a whole?	
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:
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills are:
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 <b>key competencies</b> , 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.	
Are there other competency standards that could be assessed with this one?	
This competency standard <u>could</u> be assessed on its own or in combination with other competencies relevant to the job function, for example:	
There is critical information about <b>assessing this competency standard for consistent performance and where and how it may be assessed</b> , in the Assessment Guidelines for this Training Package. All users of these competency standards must have <b>access</b> to both the <b>Assessment Guidelines</b> and the relevant <b>Sector Booklet</b> .	

**1b Example of a Competency Standard**

DRAFT – FOR DISCUSSION PURPOSES ONLY

<b>Captive 03AV2</b>		<b>Prepare and maintain animal housing</b>	
<p>This unit 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 the enclosure.</p> <p>This unit of competency is aimed at the trainee animal keeper with between one and three years experience, who is expected to perform basic tasks under strict supervision.</p> <p>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 to take responsibility for own outputs and limited responsibility for the output of others.</p>			
<b>Element</b>		<b>Performance Criteria</b>	
1	Determine housing appropriate to a particular species	1.1	<b>Behavioural and physical requirements</b> of the species being housed are identified
		1.2	Different <b>types of animal enclosures</b> are identified
		1.3	<b>Assistance</b> provided with development of design briefs for new enclosures and renovation of existing ones
		1.4	<b>Enclosure furniture</b> requirements for the species are identified and <b>assessed for their impact</b> on animals and meeting <b>OHS</b> requirements.
2	Maintain <b>enclosure security</b>	2.1	Enclosures are entered and exited in a safe and secure manner.
		2.2	Stock <b>counted</b> and recorded in accordance with organisational policies and procedures
		2.3	Enclosure mechanisms and <b>temporary housing</b> operated safely and correctly
		2.4	Areas requiring horticultural or maintenance attention identified, <b>classified</b> and reported in accordance with organisational policies and procedures
		2.5	<b>Minor repairs</b> to enclosures are identified and undertaken with minimum disturbance to animals
		2.6	<b>Tools and equipment</b> are maintained in accordance with organisational policies and procedures and manufacturers requirements
3	Maintain enclosure hygiene and appearance	3.1	<b>Cleaning regime</b> for a section is prepared and implemented
		3.2	Presence of <b>pests</b> are identified and reported to supervisor
		3.3	Enclosures cleaned in accordance with OHS requirements and undertaken with minimum disturbance to animals
		3.4	Enclosure furniture collected and fitted in accordance with organisational policies and procedures and OHS requirements

<b>Range of Variables</b> 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 is meant by <b>behavioural and physical requirements</b> ?	Physical requirements may include: age, sexual status, sexual maturity or active, separation of sexes if mating not wanted  Behavioural requirements may include: Needs of nocturnal animals, an environment that replicates normal feeding behaviour, an environment that stimulates the animal, natural expulsion of young males from the social group
What are examples of <b>animal enclosures</b> ?	Animal enclosures may include: aviaries, walk through, closed off, paddocks, aquaria, cages, habitat boxes
What sort of <b>assistance</b> may be provided?	Assistance may include: basic technical drawings, suggestions for initial design or renovation, feedback on design briefs, research
What is meant by <b>enclosure furniture</b> ?	Requirements may include: shading, shelters and behavioural enrichment features such as furniture, vegetation, water features and landscaping
What type of things may be considered when <b>assessing the impact of furniture</b> ?	The assessment of the impact of furniture may include: safety of new materials (toxicity, splintering), obstruction of animal movement, obstruction of view, keeper access, hardiness, maintaining attractiveness, compatibility
What type of <b>OHS</b> issues would be relevant in this context?	Animal care for captive 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 working practices are maintained.  Safe work practices are used in packaging and handling loads. 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 spillage.  Procedures to reduce the spread of disease may include: Incident reporting, cleaning, removal of waste and spillage, containment or elimination of risk, PPE, seeking advice from supervisor.
What is included in <b>enclosure security</b> ?	Locks and slides, checking animals, checking for pests, people, knotting and lashing as required
How may <b>stock</b> be counted?	Flushing paddocks, positive count and correlation to records
What are examples of <b>temporary housing</b> ?	Transfer cages, crushes and runs
How may repairs be <b>classified</b> ?	Major urgent repairs may include: holes in wire, roof, doors, broken windows, landscaping  Minor repairs may include: signs, taps, locks, replacement of plants
What are examples of <b>tools and equipment</b> ?	Tools and equipment may include: rakes, spades, secateurs, wheelbarrows, cleaning agents and tools
What is included in a <b>cleaning regime</b> ?	A cleaning regime may include: sequence of cleaning events, time to perform, equipment and cleaning agents to be used, importance of odour for some species, behavioural needs of animals may affect routine, safety for keeper and animal.

What sort of <b>pests</b> may be relevant in this context?	Pests may include: rodents, wild birds, free ranging animals, possums, cats, dogs, foxes, insect pests
For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.	
<b>Evidence Guide</b>	
<b>What evidence is required to demonstrate competence for this standard as a whole?</b>	
Competence in <i>prepare and maintain animal housing</i> requires evidence that one can determine housing requirements, security and prepare and implement cleaning regimes for species from two different animal groups ie: fish, amphibians, reptiles birds and mammals.	
The skills and knowledge required to <i>prepare and maintain animal housing</i> must be <b>transferable</b> to a different work environment. For example, this could include work within city, regional, remote, small and large facilities, traditional or open range zoos, mobile or theme park environments.	
<b>What specific knowledge is needed to achieve the performance criteria?</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Organisational policies and procedures including OHS</li> <li>• Legislation relevant to the job role</li> <li>• Protocols for hazard identification and risk minimisation</li> <li>• Principles in horticulture and landscaping of enclosures</li> <li>• Principles and protocols for exhibit design</li> <li>• Situations requiring knots and lashings</li> <li>• Materials for knots and lashings</li> <li>• Enclosure aesthetics and function</li> <li>• Specialist enclosures for different animals</li> <li>• Effects of introduced fixtures and features</li> <li>• Basic working knowledge of exhibit plants and weeds</li> <li>• Use of different cleaning compounds eg: bleach</li> </ul>
<b>What specific skills are needed to achieve the performance criteria?</b>	<p>To achieve the performance criteria, some complementary skills are required. These skills are:</p> <ul style="list-style-type: none"> <li>• Ability to implement organisational policies and procedures</li> <li>• Ability to design and implement a cleaning regime</li> <li>• Ability to identify and prioritise repairs</li> <li>• Complete minor repairs</li> <li>• Maintain tools and equipment in accordance with manufacturers' specifications</li> <li>• Ability to use knots and lashings correctly</li> <li>• Use tie wire and cable ties effectively and safely</li> <li>• Literacy skills to read and follow OHS and waste management procedures, other organisational policies and procedures; ability to select and apply the procedures to perform a range of tasks; follow sequenced written instructions, record accurately and legibly information collected.</li> </ul>

<ul style="list-style-type: none"> <li>• Oral communication skills (language competence) required to fulfil the job role as specified by the organisation. Skills include questioning techniques, active listening, asking for clarification from supervisor, consulting with supervisor.</li> <li>• Numeracy skills required to complete arithmetic calculations and the ability to measure volumes.</li> <li>• Interpersonal skills required include working with others, and an ability to relate to persons from differing cultural, social and religious backgrounds.</li> <li>• Problem solving skills required include an ability to use available resources and to prioritise daily tasks.</li> </ul>	
<p><b>What processes should be applied to this competency standard?</b></p> <p>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 <b>key competencies</b>, 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>	
1. How can <b>communication of ideas and information (2)</b> be applied?	Through discussion with supervisor and team members on daily routines and repair schedules
2. How can <b>information be collected, analysed and organised (2)</b> ?	By assessing the needs of animals based on the analysis of a range of information
3. How are <b>activities planned and organised (3)</b> ?	By designing and implementing a cleaning regime
4. How can <b>team work (2)</b> be applied?	By working with others on agreed tasks.
5. How can the use of <b>mathematical ideas and techniques (1)</b> be applied?	By counting stock and using arithmetic calculations for daily tasks
6. How can <b>problem solving skills (2)</b> be applied?	By providing enclosures that meet the behavioural and physical requirements of animals
7. How can the <b>use of technology (2)</b> be applied?	By using electronic databases and the web for accessing information.
<p><b>Are there other competency standards that could be assessed with this one?</b></p> <p>This competency standard <u>could</u> be assessed on its own or in combination with other competencies relevant to the job function, for example:</p>	
<p>There is critical information about <b>assessing this competency standard for consistent performance</b> and <b>where and how it may be assessed</b>, in the Assessment Guidelines for this Training Package. All users of these competency standards must have <b>access</b> to both the <b>Assessment Guidelines</b> and the relevant <b>Sector Booklet</b>.</p>	

## Appendix 2: Timelines for the development of the Animal Care and Management Training Package (modified from RTCA, 2001)

- 1996 / 1997 development of Veterinary Nursing Training Package (VNTP)
- 1998 endorsement and implementation of VNTP
- 2001 Phase I Review of VNTP – industry recommended extend Training Package to cover wider animal industries
- 2002 Phase II Review of VNTP – development of Animal Care & Management

Timetable below as at end of 2002 and may well change slightly according to future developments.

Time	Outcome
To date...	<ul style="list-style-type: none"> <li>• Meetings with Industry Reference Groups to discuss work outcomes, current draft units, gap areas, imported and new units</li> <li>• Re-draft current units, draft new units, suggest further units to be imported / customised and develop draft qualifications</li> </ul>
21 October 2002	<ul style="list-style-type: none"> <li>• Version 2 units to be posted to the RTCA website</li> </ul>
21 October – 22 November 2002	<ul style="list-style-type: none"> <li>• <i>Website consultation</i></li> <li>• <i>Targeted consultations with industry members</i></li> </ul>
22 November – 13 December 2002	<ul style="list-style-type: none"> <li>• Re-draft units using comments / feedback collected from V2</li> </ul>
16 December 2002	<ul style="list-style-type: none"> <li>• Version 3 units to be posted to the RTCA website</li> </ul>
16 December 02 – 10 February 03	<ul style="list-style-type: none"> <li>• <i>Website consultation</i></li> </ul>
10 – 24 February 2003	<ul style="list-style-type: none"> <li>• Re-draft units using comments / feedback collected from V3</li> </ul>
24 February 2003	<ul style="list-style-type: none"> <li>• Units &amp; Qualifications to be completed to Final Version</li> </ul>
24 February – 21 March 2003	<ul style="list-style-type: none"> <li>• <i>Validation with key national stakeholders, Industry Reference Groups and National Industry Steering Committee</i></li> </ul>
21 March 2003	<ul style="list-style-type: none"> <li>• ACMTP to be submitted for endorsement</li> </ul>