



**TSA2001A**

# **ACM20121 Certificate II in Animal Care**

## **Structured Workplace Learning and Assessment**

### **Portfolio 1 of 2**

Module 1: ACMGEN201 Work in the animal care industry

Module 2: BSBCMM211 Apply communication skills

Module 3: ACMWHS201 Participate in workplace health and safety processes

Module 4: ACMSUS201 Participate in environmentally sustainable work practices

Module 5: ACMINF201 Handle companion animals safely and follow infection control guidelines

Module 6: ACMGEN202 Complete animal care hygiene routines



## What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suit them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



The student should complete this Microsoft Word document electronically. Once this document is completed it should be submitted as a PDF document via the SWLA Assessment page for this SWLA Block.



Please consider the environment before printing this document.

# Structured Workplace Learning and Assessment

## Portfolio

### Block 1

#### ACM20121 Certificate II in Animal Care

#### Contents

Portfolio.....	3
Section A: Student Details .....	3
Section B: Assessor Details .....	3
Section C: Host Organisation Details .....	3
Section D: Portfolio.....	4
Module 1: ACMGEN201 – Work in the animal care industry.....	5
Module 2: BSBCMM211 – Apply communication skills.....	16
Module 3: ACMWHS201 – Participate in workplace health and safety processes .....	24
Module 4: ACMSUS201 – Participate in environmentally sustainable work practices .....	33
Module 5: ACMINF201 - Handle companion animals safely and follow infection control guidelines.....	41
Module 6: ACMGEN202 - Complete animal care hygiene routines .....	50

## Portfolio

This portfolio outlines the tasks requiring evidence to support SWLA assessment.

This document is completed by the student and submitted as evidence of competency against the units of competency.

### Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

### Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

### Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	
Work Site Address	
Phone Number	

SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

## Section D: Portfolio

This portfolio sets out the activities you are to complete during your Structured Workplace Learning placement. These are set out based on the following modules for Block 1:

1. ACMGEN201 – Work in the animal care industry
2. BSBCMM211 – Apply communication skills
3. ACMWHS201 – Participate in workplace health and safety processes
4. ACMSUS201 – Participate in environmentally sustainable work practices
5. ACMINF201 - Handle companion animals safely and follow infection control guidelines
6. ACMGEN202 - Complete animal care hygiene routines

Once you have completed your knowledge assessments (Quiz and/or Short Answer Questions) for the modules set out in this Portfolio, you may commence the activities below.

Throughout this portfolio, you are required to record and take photographs of the workplace, team members and animals. Before commencing any recordings or photography in the workplace, you must gain written approval from your Workplace Supervisor and anyone included in these images or recordings. Please capture this in the Consent Form table included in Part F of your SWLA Logbook.

Read through the activities below carefully to ensure you understand what you need to do, how you need to do it and what evidence you need to collect. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

## Module 1: ACMGEN201 – Work in the animal care industry

### ACTIVITY 1: HANDLING ANIMALS

To complete this activity, you are required to handle and interact with three (3) different companion animals of two different species (e.g. cats, dogs) commonly found at your Animal Care workplace. The focus of the activity is to,

- work with the animal using humane and low-stress techniques
- perform a variety of animal care activities (provide enrichment, feeding/watering, cleaning and maintenance of animal housing).

**Task A:** Identify the following workplace procedures at your Animal Care workplace.

- Hygiene protocols
- Security protocols
- Enrichment procedure
- Feeding and watering procedures
- Work health and safety procedures (including any safety checklists)
- Cleaning and maintenance procedures of animal housing



Please submit a copy of the above workplace's procedure documents save these documents with the activity details and policy name clearly included in the filename (e.g. "Mod 1\_Activity 1\_Hygiene protocols" "Mod1\_Activity1\_Security protocols" etc.)

**Note:** If any of the policies and procedure documents mentioned above are not available to you as a formal document at your workplace, you should investigate or observe these procedures as they are followed by your supervisor or other experienced team members. Please document these procedures and submit as instructed above.

### **Task B: Capture audio/video recordings of animal care activities**

#### Instructions for recording:

- This activity will need to be performed three (3) times as you are required to handle and interact with (3) different animals of two (2) different species in audio/video **Recording 1, Recording 2** and **Recording 3**.
- Ask your supervisor or co-worker to record the activity, you are required to describe the activity to the other person while the recording is occurring.
- All participants in this recording must complete the Consent Form included in Section G of the Logbook.
- The recording should commence before removing the animal from its housing until it is safely returned to its housing.
- For each video recording, ensure that you,
  - begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - explain the critical aspects of what you are doing and what procedures you are following
  - demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - prepare for the recording of each activity by going through the demonstration tasks relevant for each animal care activity (as outlined in *Table 1 - Activity 1B: Instructions for recordings* under **Recording 1, Recording 2,** and **Recording 3**) and ensure that all equipment, resources, and materials are made available to you in advance.

- each audio/video recording may need to be 8-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period. The videos should be uploaded to the LMS to be assessed by your trainer.

You will receive feedback from your assessor, a copy of the completed checklist (*Table 2 – Activity 1B: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

**Table 1 - Activity 1B: Instructions for recordings (for Students)**

Recording #	Recording 1	Recording 2	Recording 3
<b>Demonstration activity</b>	<b>Provide enrichment to companion animal 1 (e.g. Cat)</b>	<b>Feed and water companion animal 2 (e.g. Dog)</b>	<b>Clean, setup and maintain animal housing for companion animal 3 (e.g. Cat or Dog)</b>
1. Follow policies and procedures:	Follow hygiene protocols, security protocols and other required procedures at your Animal Care workplace as appropriate for the task and your role. Including: <ol style="list-style-type: none"> <li>identifying any hazards (e.g. ensuring there's no risk of disease transmission or infection from animals to humans)</li> <li>controlling risks related to own safety (e.g. infection control)</li> <li>supporting others involved in the activity to work safely</li> <li>undertaking WHS housekeeping in the work area</li> <li>the demonstration of hand hygiene.</li> </ol>		
2. Animal identification:	Use industry/workplace identification procedures when identifying and describing animals for each of the recordings mentioned above. Provide details of the scientific (species/breed/group) and common names, and other physical characteristics including age, sex, size (weight, height) coat/skin colour, markings/patterns/permanent scars.		
3. Assess animal behaviour:	Interact with the animal considering any body language signs and communication that indicate physical safety risks, behavioural characteristics, temperament traits, physical and social environmental needs, current health, welfare issues, indicators of normal and undesirable or maladaptive behaviour of the animals.		
4. Equipment and resources:	Demonstrate the: <ol style="list-style-type: none"> <li>preparation of required equipment, PPE and resources for animal handling</li> <li>use of a pre-start check according to workplace procedures before commencing each animal care activity</li> <li>correct use of PPE.</li> </ol>		
5. Communicate effectively with supervisor and team members	Communicate clearly with your supervisor and any team members at the workplace. These conversations may occur before, during and/or after performing specific animal care activities and should demonstrate: <ol style="list-style-type: none"> <li>reporting risks to the supervisor (including any incidents or injuries that may have occurred)</li> <li>seeking clarification from the supervisor</li> <li>advising of task completion to the supervisor</li> <li>use appropriate industry-related terminology</li> <li>communicate clearly.</li> </ol>		
(6 – 8) Perform specific animal care activities using appropriate handling techniques:	<b>6. Enrichment activity:</b> <input type="checkbox"/> Carry out a pre-start check and ensure all equipment and materials for the task are ready. <input type="checkbox"/> Prepare enrichment and explain the purpose of the task including its benefit for the animal.	<b>7. Feeding and watering:</b> <input type="checkbox"/> Carry out a pre-start check and ensure all equipment and materials for the task are ready. <input type="checkbox"/> Use a feeding plan to determine the type of feed and frequency.	<b>8. Cleaning, setting up and maintenance of animal housing:</b> <input type="checkbox"/> Carry out a pre-start check and ensure all equipment and materials for the task are ready. <input type="checkbox"/> Place the animal in temporary housing using humane and low-stress techniques. <input type="checkbox"/> Clean housing and dispose of animal waste.

Recording #	Recording 1	Recording 2	Recording 3
	<input type="checkbox"/> Prepare enrichment as appropriate for the animal and safely deliver the enrichment to the animal using humane and low-stress techniques.	<input type="checkbox"/> Prepare the feed according to the feeding plan. <input type="checkbox"/> Safely deliver the food to the animal. <input type="checkbox"/> Observe the animal eating and complete the feeding plan accordingly.	<input type="checkbox"/> Disinfect, wipe down or wash the enclosure following manufacturer instructions. <input type="checkbox"/> Prepare housing for the animal to return. <input type="checkbox"/> Return animal to housing using humane and low-stress techniques.

**Table 2 – Activity 1B: Observation Checklist (for Assessor)**

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
1.	<p>The student complied with hygiene protocols, security protocols and other required procedures and</p> <ul style="list-style-type: none"> <li>a. <input type="checkbox"/> identified hazards (e.g. ensuring there's no risk of disease transmission or infection from animals to humans)</li> <li>b. <input type="checkbox"/> controlled risks related to own safety (e.g. infection control)               <ul style="list-style-type: none"> <li>• Student washed their hands using the correct technique</li> <li>• The student identified wearing of correct PPE (e.g. Gloves, appropriate clothing, and enclosed shoes).</li> <li>• Used other PPE such as a face mask may be required depending on the chemicals being used)</li> </ul> </li> <li>c. <input type="checkbox"/> supported others involved in the activity to work safely               <ul style="list-style-type: none"> <li>• Reminded others to wear PPE,</li> <li>• Supported other with lifting tasks, etc</li> </ul> </li> <li>d. <input type="checkbox"/> carried out WHS housekeeping in the work area               <ul style="list-style-type: none"> <li>• Returned all equipment</li> <li>• tidied up the work area once the task is completed.</li> </ul> </li> <li>e. <input type="checkbox"/> demonstrated the use of hand hygiene.               <ul style="list-style-type: none"> <li>• The student used the appropriate techniques to ensure hand hygiene.</li> </ul> </li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
2.	<p>The student,</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the animal using industry/workplace identification procedures</li> <li><input type="checkbox"/> describes the unique features of the animal               <ul style="list-style-type: none"> <li>• Accurately described animal (scientific name, common name, species, breed, group, age, sex, size, height, weight, coat/skin colour/s, markings, patterns, permanent scars)</li> </ul> </li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS



OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
3.	<p>The student,</p> <ul style="list-style-type: none"> <li>a. <input type="checkbox"/> describes animal temperament/behaviours. <ul style="list-style-type: none"> <li>• Described positive and negative behaviours</li> <li>• Described signs of aggression and required actions</li> </ul> </li> <li>b. <input type="checkbox"/> describes physical and social environmental needs of the animals</li> <li>c. <input type="checkbox"/> identified indicators of normal and undesirable or maladaptive behavior <ul style="list-style-type: none"> <li>• Observes the animal from a distance</li> <li>• Student articulates positive body language</li> <li>• Student articulates negative body language</li> </ul> </li> <li>d. <input type="checkbox"/> identified basic animal body language signs and communication that indicate physical safety risks <ul style="list-style-type: none"> <li>• Student describes safety concerns associated with the body language</li> <li>• Described process to address aggression / negative body language.</li> </ul> </li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
4.	<p>The student,</p> <ul style="list-style-type: none"> <li>a. <input type="checkbox"/> prepares equipment, PPE and resources required to handle the animal.</li> <li>d. <input type="checkbox"/> uses a pre-start check according to workplace procedures before commencing each animal care activity</li> <li>b. <input type="checkbox"/> uses the PPE correctly.</li> <li>• Student identifies appropriate restraining equipment and resources based on the animal's behaviour identified in step 2.</li> <li>• Student uses appropriate PPE - This may include additional PPE, assistance from another employee, chemical restraint (this needs to be determined by a vet not the student) or additional equipment such as a carry cage.</li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
5.	<p>The student communicates effectively with supervisor and team member/s by:</p> <ul style="list-style-type: none"> <li>a. <input type="checkbox"/> reporting risks to the supervisor (including any incidents or injuries that may have occurred)</li> <li>b. <input type="checkbox"/> seeking for clarification from the supervisor</li> <li>c. <input type="checkbox"/> advising of task completion to the supervisor</li> <li>d. <input type="checkbox"/> using industry-appropriate terminology Used terms that are commonly used in the Animal Care industry.</li> <li>e. <input type="checkbox"/> communicating information clearly. Used clear language, asked questions, and responded appropriately to answers.</li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
6.	<p><b>Enrichment activity:</b> Assessor guidelines: Tick off <input checked="" type="checkbox"/> the list of tasks below as the students complete them. Once the entire task is satisfactorily completed, indicate S/NYS under Recording 1. Additional</p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS		

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
	<p>comments are to be recorded in the 'Comments' row located at the bottom of the checklist.</p> <p><input type="checkbox"/> The student collects all equipment and materials required to provide enrichment to the chosen animal.</p> <p><input type="checkbox"/> The student prepares enrichment for the chosen animal taking into consideration the health and wellbeing of the animal.</p> <p>Student prepares the enrichment item according to the needs of the animal (e.g. the animal's age, mobility, and disease status)</p> <p>If the student is using a food-related enrichment, they should ensure it meets the animal's nutritional requirements.</p> <p><input type="checkbox"/> The student safely delivers enrichment to the animal using humane and low-stress techniques.</p> <p>Student observes the animal's body language to ensure it is safe to approach and introduce the enrichment item.</p> <p>Student uses humane and low-stress handling techniques such as:</p> <ul style="list-style-type: none"> <li>• lifting animal carefully</li> <li>• encouraging the animal to exit</li> <li>• avoiding physical force on animal</li> <li>• taking measures to not harm the animals in any way.</li> </ul>			
7.	<p><b>Feeding and watering activity:</b> Assessor guidelines: Tick off <input checked="" type="checkbox"/> the list of tasks below as the students complete them. Once the entire task is satisfactorily completed, indicate S/NYS under Recording 2. Additional comments are to be recorded in the 'Comments' row located at the bottom of the checklist.</p> <p><input type="checkbox"/> The student collects all equipment and materials required to feed and water the chosen animal.</p> <ul style="list-style-type: none"> <li>• The student chooses the appropriate bowl for feeding and ensures it is clean.</li> <li>• The size of the bowl should be appropriate to the amount of food and size of the animal's snout/face.</li> <li>• Made from an appropriate material.</li> </ul> <p><input type="checkbox"/> The student uses a feeding plan to determine the type of feed and frequency.</p> <p>Student accesses or checks the feeding plan or chart to determine what they should feed then animal and when.</p> <p><input type="checkbox"/> The student prepares the feed according to the feeding plan.</p> <ul style="list-style-type: none"> <li>• Food is measured out correctly according to the feeding plan</li> <li>• Appropriate utensils are used</li> <li>• Food is prepared accordingly. For example, it may need to be heated in the microwave</li> </ul> <p><input type="checkbox"/> The student safely delivers the food to the animal using humane and low-stress techniques</p> <ul style="list-style-type: none"> <li>• Student observes the body language of the animal before introducing food.</li> </ul>		<input type="checkbox"/> S <input type="checkbox"/> NYS	

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
	<ul style="list-style-type: none"> <li>• Student uses a technique that is suitable for the animal. Some animals may need the food placed in a cage and then the animal moved into it after.</li> <li><input type="checkbox"/> The student observes the animal eating and fills in the feeding plan accordingly.</li> <li>• Student watches the animal eat and records any abnormalities</li> <li>• Student records how much food has been consumed by the animal</li> </ul>			
8.	<p><b>Clean, setup and maintain animal housing:</b> Assessor guidelines: Tick off <input checked="" type="checkbox"/> the list of tasks below as the students complete them. Once the entire task is satisfactorily completed, indicate S/NYS under Recording 3. Additional comments are to be recorded in the 'Comments' row located at the bottom of the checklist.</p> <p><input type="checkbox"/> The student prepares and collects equipment and materials needed to clean the animal housing Equipment is collected and placed in the area of the housing that requires cleaning A temporary cage/housing is prepared for the animal that will need to be moved from the housing the student is cleaning. This will depend on the type of housing, chemicals used and workplace procedures. This may include scrubbing brushes, paper towel, watering cans, hoses, detergents, disinfectants, new bedding, and a bin.</p> <p><input type="checkbox"/> The student places the animal in temporary housing using humane and low-stress techniques.</p> <ul style="list-style-type: none"> <li>• Student uses appropriate handling techniques - these will depend on the body language identified.</li> <li>• Student removes the animal from the housing</li> <li>• Animal is safely transported to the temporary housing – <ul style="list-style-type: none"> <li>○ This will depend on the species/breed and behaviour of the animal.</li> <li>○ Picking the animal up and simply moving may be appropriate OR a carry cage may be required to reduce stress and prevent the animal escaping your grip.</li> </ul> </li> <li>• Student checks to make sure the enclosure doors are locked and secure.</li> </ul> <p><input type="checkbox"/> The student cleans housing and disposes of animal waste</p> <ul style="list-style-type: none"> <li>• All bedding, bowls, and toys are removed</li> <li>• Waste including animal waste and damaged items are removed. Animal waste needs to be disposed of correctly. Infectious waste should not be placed in general waste</li> </ul> <p><input type="checkbox"/> The student disinfects wipes down or washes the enclosure following manufacturer instructions.</p> <ul style="list-style-type: none"> <li>• Student uses the correct procedures according to workplace procedures and manufacture instructions. Some products may be a detergent and disinfectant in one. Others may not and the student might be required to use two different products.</li> </ul>			<input type="checkbox"/> S  <input type="checkbox"/> NYS

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
<p>Check the label. The correct contact time and removal process needs to be used. Check the label/ manufacture instructions.</p> <ul style="list-style-type: none"> <li>• Student uses appropriate cleaning/scrubbing techniques according to manufacturer’s instructions and Material Data Safety sheets (MSDs).</li> </ul> <p><input type="checkbox"/> The student prepares and sets up housing for the animal to return.</p> <ul style="list-style-type: none"> <li>• Student replaces bedding, bowls, and toys.</li> <li>• The housing should be set up so it suitable for the age, mobility, and disease status of the animals.</li> <li>• Appropriate bedding that is elevated/protected from the wet/spills.</li> </ul> <p><input type="checkbox"/> The student returns animal to housing using humane and low-stress techniques.</p> <p>Safe and humane techniques are used. This will depend on the species/breed as well as the behaviour/ body language identified.</p> <p>Student checks all doors to confirm they are locked and secure</p> <p><input type="checkbox"/> The student returns all equipment and tidies up the work area.</p> <ul style="list-style-type: none"> <li>• Rubbish is disposed of</li> <li>• Cleaning products are returned to appropriate place</li> <li>• Equipment and materials such as paper towels, brooms etc are returned to the appropriate place.</li> <li>• The area should be left clean and tidy</li> </ul>				
<b>COMMENTS</b>				
(Assessor to add comments related to the achievement of the observation requirements above)				
<b>Recording 1 (Provide enrichment) comments:</b>				
<b>Recording 2 (Feeding and watering) comments:</b>				
<b>Recording 3 (Clean and maintain animal housing) comments:</b>				

## ACTIVITY 2: IDENTIFYING ANIMALS


In this activity, you'll be identifying a range of animals you have encountered in the workplace that belong to common species or breeds and documenting their details using the table provided.


Identify **seven (7)** common animals and describe their identifiable characteristics. Ensure that you,

- include two (2) animal species from each of the following groups:
  - **wildlife/native animals**
  - **declared pests**
- include three (3) animal species that belong to the **livestock** group
- complete table given below by,
  - providing a clear photo of each animal  
*Note: Provide photos of real animals where access to the range of animal species required for identification is limited within your Animal Care workplace*
  - describing each animal using identifiable characteristics, standard colours, weight and height.

**Note:** If you did not encounter the required number and/or type of animal species from the groups indicated above, you may substitute this information with researched animals.

Some examples are provided below as a guideline for the assessor.

#	Group	Photo of the animal	Brief description of the animal including: <ul style="list-style-type: none"> <li>• the scientific name, common name, species and/breed,</li> <li>• unique characteristics/features (must include standard colours, markings and patterns, scars, gender, age, weight and height).</li> </ul>
1	Wildlife/native animals	 <p>Figure 1 - Koala            (<a href="https://www.pexels.com/photo/gray-koala-bear-resting-on-a-tree-2942778/">https://www.pexels.com/photo/gray-koala-bear-resting-on-a-tree-2942778/</a>)</p>	<p>This Koala (<i>Phascolarctes cinereus</i>) is of the <i>Northern Koala</i> sub-species. It has a stout, tailless body and large head with round, fluffy ears and large, spoon-shaped nose. It has grey fur on the back and white underparts. It has a body length of 60–85 cm (24–33 in) and weighs 4–15 kg (9–33 lb).</p>
2	Wildlife/native animals	<p>Other wildlife/native animal examples may include, but are not limited to:</p> <p>Kangaroos            Wallabies            Wombats</p>	

#	Group	Photo of the animal	Brief description of the animal including: <ul style="list-style-type: none"> <li>the scientific name, common name, species and/breed,</li> <li>unique characteristics/features (must include standard colours, markings and patterns, scars, gender, age, weight and height).</li> </ul>
3	Declared pests	 <p>Figure 2 - Cane toad (<a href="https://pixabay.com/photos/cane-toad-wildlife-australia-toad-162752/">https://pixabay.com/photos/cane-toad-wildlife-australia-toad-162752/</a>)</p>	<p>The cane toad (<i>Bufo marinus</i>) are heavily-built and are typically 100–150mm in length. They can grow to more than 230mm and over 1kg in weight, The skin of cane toads is dry and rough rather than moist and slippery like many native frogs. The backs of male toads have large warty lumps that feel like sandpaper when rubbed, while females have slightly smoother skin with less prominent lumps. The body colour on top ranges from dull brown to yellowish or blackish (never bright greens, yellows or reds) and there is rarely any marked pattern. The light underparts are usually mottled with brown.</p>
4	Declared pests	<p>Other declared pests examples may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>foxes</li> <li>Rabit</li> <li>Sparrow</li> </ul>	
5	Livestock	<p>The student should include a relevant and clear photograph of the animal.</p> <p>Livestock examples may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Sheep</li> <li>Cattle</li> <li>Goat</li> <li>Pigs</li> </ul>	
6	Livestock		
7	Livestock		


### ACTIVITY 3: BEHAVIOUR AND TEMPERAMENTS OF ANIMALS

Select two (2) different species of animals in the workplace that you have worked with and complete the tables below by:

- identifying **2 temperament traits** of each species/breed
- identifying **2 physical environment needs** of each species/breed
- identifying **2 social environmental needs** of each species/breed
- identifying **2 normal behaviours** associated with this species/breed in relation to the physical and social environment.
- identifying **2 undesirable or maladaptive behaviours** associated with this species/breed in relation to the physical and social environment.

You must include an image of the animal you have worked with for this activity.

Student answers will vary depending on the animals chosen. An example has been provided below.

Criterion	Animal species 1	Animal species 2
Photo of the animal		
Name of the species	Companion animal Toy breed – small in size	
a. Temperament traits	Friendly and loyal Can be territorial	
b. Physical environment needs (identify 2)	Well ventilated Protected from the elements Access to fresh water	
c. Social environmental needs (Identify 2)	Social animals – affection and attention from owners Socialisation with other dogs Toys and enrichment need to be provided. This breed needs to be occupied	
d. Normal behaviours (identify 2)	Territorial – can be protective over owners and home environment. Sometimes will show signs of aggression in protecting owners and home Inquisitive	
e. Undesirable or maladaptive behaviours in relation to the physical and social environment (Identify 2)	Coprophagy - Eating the poo of other animals in the backyard. Barking	

#### ACTIVITY 4: WORK SCHEDULES and REPORTING

Using your workplace policies and procedures, answer the following two (2) questions:

- a. How do you determine what your responsibilities are for your shift?

Answers will vary but should demonstrate an understanding of how to determine their responsibilities in the workplace. Benchmark answers have been provided.

- Roster
- Supervisor
- Toolbox meeting prior to shift

- b. How do you determine the order you should complete your required tasks?

Students' answers will vary but should demonstrate their understanding of how to prioritise tasks taking into consideration the following:

- animal health,
- animal wellbeing and
- welfare legislation.

Using your workplace Privacy and Confidentiality policy, answer the following two (2) questions.

Scenario: Dani is on reception today. It has become quite busy, so you go out to give her a hand. Dani is taking payment over the phone. She repeats the clients credit card details back to the client to ensure they are correct. You are serving a client at the front counter. The client passes you the clipboard with the new client registration form when you notice there are a bunch of filled out forms still attached to the clipboard. To help, you take all the registration forms and ensure all clients' details are in the computer system. You then store the hard copies in the filing cabinet in the manager office.

**Note:** If you do not have access to a Privacy and confidentiality policy in your workplace, refer to the policy attached (*Bray's K9\_Privacy and Confidentiality Policy.docx*)

- c. How has the client's privacy been breached? (There are two breaches of a client's privacy in the scenario. Include both in your answer.)

Student needs to identify the following:

- Dani is reading out credit card details in a room where other clients and staff can hear.
- The completed client registration forms are being handed to a new client.

- d. According to the workplace Privacy and Confidentiality Policy (*Bray's\_K9 Privacy and Confidentiality Policy.docx*), how should you dispose of and store hard copy documents that contain client information? (Word count: 20-30 words.)

All hard copies should be shredded.

Hard copies should be stored in a lockable filing cabinet away from client access.

- e. Who and how do you report a breach of privacy within the workplace?

Students need to identify who to report the breach to and how it should be done. Details may vary depending on the specific policy students are referring to, but should include the following:

- A breach of privacy should be reported to the supervisor on duty/clinic manager.
- This should be done in a private conversation and/or reported in writing via email.



## Module 2: BSBCMM211 – Apply communication skills

### ACTIVITY 1: COMMUNICATING IN THE WORKPLACE

**Your role and responsibilities:** You are a receptionist at *Bray's K9 Rescue and Rehabilitation*.

Your main responsibilities involve client interactions. As part of this role you are required to contact relevant stakeholders, such as:

- Clients: to arrange adoption meetings, answer queries, schedule appointments as well as take adoption payments.
- Management/supervisor: confirm appointment times, seek clarification and approval.
- Foster carers: organise for the pick-up and return of foster animals.

Sometimes, these interactions are done face-to-face at the reception desk. Occasionally, members of the public may contact you to seek assistance in re-homing or surrendering their animals. In these circumstances, you must collect all information from the client before consulting with your supervisor Karen Greening. Your supervisor will advise you if the facility has capacity to take on the client's animal.

**Scenario:** One afternoon, just after your lunch break you find a voice message (voicemail) left by a potential client new/existing client. You immediately listen to the message:

*'Hi, this is Steve Smith. I'm wondering if there are any Border Collie's available for adoption. If so, is it possible to arrange for an appointment sometime tomorrow afternoon. Please call me back on 0415546988 as soon as you get this message. Thank you.'*

After listening to the client's message, you check the list of dog breeds available for adoption and have found that there's a two-year old Border Collie called 'Timmy'. Jane Simmons is currently providing foster care for Timmy and her phone number is recorded as 0412296522.

**Task:** Based on the *Scenario*, seek advice from your supervisor on the appropriate communication method/s you should use to respond to the client enquiry also taking into consideration the organisation's policies and procedures (*Bray's K9 Client Engagement and Communication Policy.docx*)

Record this conversation with your supervisor in a face-to-face situation. This video should be between 3-5 minutes. All participants in this recording must complete the Consent Form included in Section G of the Logbook.

During the consultation with your supervisor, you will need to demonstrate the following:

1. identify the communication requirement
2. review the organisational policy document to identify the organisational procedures to be followed
3. seek advice from the supervisor on communication methods according to the client requirement
4. ask questions to gain information and confirm understanding
5. use active listening skills.

Before commencing this activity, review the *ACTIVITY 1: OBSERVATION CHECKLIST* below as this sets out the requirements that you must demonstrate in your recordings.

**ACTIVITY 1: OBSERVATION CHECKLIST** (Completed by the Assessor when they watch your video as they conduct the assessment)

OBSERVATION		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)	
		Satisfactory (S)	Not yet Satisfactory (NS)
1.	The student described a suitable communication strategy <b>Outlines the client’s requirement as per scenario 1 details of the voicemail (mentions the dog breed, and other details, foster care information found in the system etc.)</b>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The student seeks advice from the supervisor on the suitability of communication methods. <b>Seeks advice on the suitable communication method to respond to the client (e.g. phone, email)</b>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The student asks questions to gain information and to confirm understanding <b>Uses open questions, closed questions                      Asking for clarification                      Responded with relevant information                      Repeats or summarises what they have said to confirm it is correct</b>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The student uses listening skills <b>Eye contact                      Note taking                      Non-verbal responses - uses appropriate facial expressions such as nodding and smiling to show they are listening                      Verbal clarification (sounds)                      Focuses on the words spoken by the other person                      Refrains from interrupting the person speaking</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS</b> (Assessor to add comments related to the achievement of the observation requirements above)			

## ACTIVITY 2: VERBAL & NON-VERBAL COMMUNICATION

### Scenario continuation:

You've managed to arrange a time for an adoption appointment, that suits both stakeholders (e.g. client, foster carer). Consider the following two situations which outline the order of each stakeholder's arrival at the animal care facility.

**Situation 1:** The foster carer enters the animal care facility 20 minutes before the scheduled appointment to drop-off the animal.

**Situation 2:** The client enters the animal care facility 5 minutes before the scheduled appointment.

For each of the above situations, demonstrate your ability to:

- communicate face-to-face with each of the stakeholders upon their arrival at the animal care facility whilst conveying information about the relevant facility check-in procedures
- soon after communicating with each stakeholder, seek feedback on how you can improve your communication skills from another person (e.g. supervisor, team member) who witnessed the conversation,
- respond to the feedback received appropriately (e.g. take corrective action, acknowledge the feedback using verbal communication or non-verbal behaviour).

You will need to video each communication activity (Situation 1 & Situation 2) for submission. You will need to complete these videos with the aid of other people in the workplace.

Consider the following expectations of each role:

**Receptionist (Your role):** Greet each stakeholder professionally upon their arrival and guide them through the facility check-in procedure as outlined by *Bray's K9 Client Engagement and Communication Policy.docx* as appropriate for each of the above two situations.

**Foster carer:** Arrives at the facility with an animal secured/restrained by a lead or transportation crate. Rings the bell on arrival. Responds to the receptionist's greeting. Follows the check-in procedure as it is communicated by the receptionist with appropriate actions and verbal responses.

**Client:** Arrives at the facility. Rings the bell on arrival. Responds to the receptionist's greeting. Follows the check-in procedure as it is communicated by the receptionist with appropriate actions and verbal responses.

**Witness (supervisor or team member):** Listens to and observes the receptionist's (your) conversation with the stakeholders in both situations. Provides feedback on how the receptionist's (your) communication skills can be improved.

Your recordings should be between 3-5 minutes each.

You (the student) must demonstrate the following when communicating with the two stakeholders:

- a) the use of verbal communication
- b) the use of non-verbal behaviour
- c) seek feedback on your communication from others
- d) respond appropriately to the feedback you've received.

All participants in this recording must complete the Consent Form included in Section G of the Logbook.

**ACTIVITY 2: OBSERVATION CHECKLIST** (Completed by the Assessor when they watch your video as they conduct the assessment)

OBSERVATION		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)	
		Recording 1	Recording 2
a)	<p>Used verbal communication to communicate with the stakeholder. The students' demonstration includes but may not be limited to the following:</p> <ul style="list-style-type: none"> <li>• Welcomed the client/foster carer to the facility</li> <li>• Asking for clarification of their identity</li> <li>• Addressed the stakeholder by their name</li> <li>• Asked open questions, closed questions</li> <li>• Responded with relevant information.</li> <li>• Used verbal clarification (sounds)</li> <li>• Adjusts formality of language to suit the audience</li> <li>• Avoids jargon and slang</li> <li>• Avoids biased or derogatory comments</li> <li>• Uses clear and unambiguous words</li> <li>• Speaks in the appropriate volume (loudness and softness of speech).</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	<input type="checkbox"/> S <input type="checkbox"/> NS
b)	<p>Uses appropriate non-verbal behaviour when communicating with the stakeholders The students' demonstration includes but may not be limited to the following:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Note taking</li> <li>• Non-verbal responses - uses appropriate facial expressions such as nodding and smiling to show they are listening</li> <li>• Focuses on the words spoken by the other person</li> <li>• Refrains from interrupting the person speaking</li> <li>• Uses positive body language</li> <li>• Shows appropriate facial expressions</li> <li>• Uses appropriate gestures to accompany their speech</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	<input type="checkbox"/> S <input type="checkbox"/> NS
c)	<p>Seeks feedback from the audience on communication. For example, the student may ask the others who've witnessed the communication for ways how their communication skills can be improved, how they can speak more clearly? Etc. Used open questions, closed questions to get feedback on communication.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	<input type="checkbox"/> S <input type="checkbox"/> NS
d)	<p>Responds and/or acknowledges the feedback they have received. Non-verbal gestures to show response and acknowledgement of the feedback Used verbal clarification (sounds) Responded with relevant information</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	<input type="checkbox"/> S <input type="checkbox"/> NS
<p><b>COMMENTS</b> (Assessor to add comments related to the achievement of the observation requirements above)</p>			



### ACTIVITY 3: WRITTEN COMMUNICATION

#### Scenario continuation:

The adoption appointment went well, and the client was delighted to adopt 'Timmy'; the 2-year-old Border Collie who seemed to have bonded well with the client.

Based on the scenario, you are required to draft the following types of written documents ensuring that they meet organisational requirements and format as outlined in *Bray's K9 Client Engagement and Communication Policy.docx*.

- a) **An email** to the client that details the adoption process and the next steps.
- b) **A text (SMS) message** to be sent out as an appointment reminder to the client 24-hours before the scheduled adoption date and time.
- c) **A handout/brochure** that can be used when presenting information to the client including details of the specific animal, adoption guidelines and general animal care advice.

To complete this task, you must:

- draft three different written documents (an email, an SMS and a brochure/handout) and rename each draft document as follows:
  - BSBCMM211\_Email\_draft
  - BSBCMM211\_SMS\_draft
  - BSBCMM211\_Brochure\_draft
- submit each of the draft documents to your supervisor via email asking for feedback  
**Note:** To provide evidence of performing this task, take a screenshot of the sent email to your supervisor with the draft documents attached and paste it in the space given below. Ensure that you draft this email in a professional manner and specifically ask for your supervisor's feedback on the documents submitted. You will be actioning the feedback received from your workplace Supervisor in Activity 4.
- submit a copy of each draft document to your assessor for marking along with this Portfolio assessment

When drafting this content, you must:

- use appropriate grammar, spelling and punctuation
- apply organisational requirements when writing content and formatting the documents
- use digital tools such as email to communicate with your supervisor.

#### Evidence of email sent to Supervisor with attached draft documents:

<Paste an image of the sent email here>

#### ACTIVITY 4: SEEK FEEDBACK AND REVISE DRAFT

This task will require you to action your supervisor's feedback on the three (3) written drafts you have submitted in Activity 3 and revise them according to the comments you have received.

To complete this task, you must:

- provide a copy of the feedback you received from your Workplace Supervisor on the communication you drafted.  
**Note:** This may be in the form of a response to the email you've sent to your supervisor previously in Activity 3. Provide a screenshot of the response email as evidence of receiving supervisor feedback in the space provided below.
- implement the feedback you have received in each of your three (3) drafts and rename each revised document as follows:
  - BSBCMM211\_Email\_final
  - BSBCMM211\_SMS\_final
  - BSBCMM211\_Brochure\_final
- resubmit a copy of the revised communication to your supervisor via email, asking for their approval of the final copy.  
**Note:** To provide evidence of performing this task, take a screenshot of the sent email to your supervisor with the final documents attached and paste it in the space given below. Ensure that you draft this email in a professional manner and specifically ask for your supervisor's approval of the documents submitted.
- submit a copy of each finalised document to your assessor for marking along with this Portfolio assessment.

#### Evidence of received feedback from Supervisor on the three draft documents.

<Paste an image of the received Supervisor feedback here>



## Module 3: ACMWHS201 – Participate in workplace health and safety processes

### ACTIVITY 1: (Same as ACMGEN201, Activity 1: HANDLING ANIMALS)

If you have already completed **ACMGEN201, Activity 1: HANDLING ANIMALS** you do not need to do this task again.

Otherwise, complete **ACMGEN201, Activity 1: HANDLING ANIMALS**, by carefully reading through all instructions and submitting three (3) recordings to demonstrate your performance in safely undertaking three (3) animal care tasks at your workplace.

*Assessor guidelines: Please refer to the same observation checklist for ACMGEN201 Activity 1 (Table 3 – Activity 1: Handling animals, Task B, Observation checklist) for evidence of performance criteria.*

### ACTIVITY 2: DOCUMENTATION OF HAZARDS IDENTIFIED

Based on your demonstrations in the previous **Activity 1**:

- document 3 hazards that you have identified including any signs of common animal diseases that were present in the work area
- record appropriate control methods you used
- document how you reported the hazard/s to your supervisor.

Use the *Documentation of workplace hazards* template given below to record your findings for each of the animal care tasks.

- Enrichment activity
- Feeding and watering
- Cleaning, setting up and maintenance of animal housing

### Documentation of workplace hazards

Animal care Task 1: Enrichment activity (provide 3 hazards)		
Hazard identified	Control method implemented <i>Must be viewed and discussed in video ACMGEN201, Activity 1 Handling Animals</i>	Reporting method used
<i>Animal aggression</i>	<i>Sign on cage, use of PPE</i>	<i>Verbal</i>
<i>Damaged enrichment item</i>	<i>Disposed of damaged item</i>	<i>Verbal</i>
<i>Cat with Ringworm</i>	<i>Sign on cage, use of PPE. Note that all bedding and enrichment items must be disposed of after the cat has left.</i>	<i>Written and verbal</i>

*Use industry experience and knowledge to assess as scenarios can be vast and dependent upon hazards identified in ACMGEN201, Activity 1.*

**Animal care task 2: Feeding and watering activity (provide 3 hazards)**

Hazard identified	Control method implemented Must be viewed and discussed in video ACMGEN201, Activity 1 Handling Animals	Reporting method used
Animal aggression	Sign on cage, use of PPE	Verbal
Back injury from lifting	Use two-person lift	Written incident report
Animal bite or scratch	Sign on cage, use of PPE	Written incident report
Cut from knife or canned food tin	Mesh glove	Written incident report

Note: You can add or remove lines as required. There is no minimum or maximum number of hazards that need to be identified or documented.

Use industry experience and knowledge to assess as scenarios can be vast and dependent upon hazards identified in ACMGEN201, Activity 1.

**Animal care task 3: Cleaning, setting up and maintenance of animal housing activity (provide 3 hazards)**

Hazard identified	Control method implemented Must be viewed and discussed in video ACMGEN201, Activity 1 Handling Animals	Reporting method used
Hose left across kennel path	Rolled up hose	Verbal
Cat with Ringworm	Sign on cage, use of PPE Note that all bedding, enrichment items etc must be disposed of after cat has left.	Written and verbal

Note: You can add or remove lines as required. There is no minimum or maximum number of hazards that need to be identified or documented.

Use industry experience and knowledge to assess as scenarios can be vast and dependent upon hazards identified in ACMGEN201, Activity 1.

ASSESSOR FEEDBACK	Result
Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)	<input type="checkbox"/> S <input type="checkbox"/> NYS
<b>COMMENTS</b> (Assessor to add comments related to the achievement of the requirements for <b>Activity 2: Documentation of hazards identified.</b> )	

### ACTIVITY 3: INCIDENT REPORTING & FOLLOW-UP MEETING

**Task A:** This activity will require you to complete an incident report for an injury sustained in the workplace for the following scenario.

**Task B:** After completing the incident report, you are to arrange a follow-up meeting with your workplace supervisor.

#### **Task A: Scenario for incident report**

You are completing Work Placement at Bray's K9 Rescue & Rehabilitation.

On your 2<sup>nd</sup> shift at 10:10 am you are preparing to walk Major, a Bull Mastiff x Boxer, who is 3 months old and very excitable. As you open the cage, Major rushes out of the cage and heads out of the kennel door, which you have mistakenly left open.

You run after him and lunge to grab his collar. As you do so, you trip on the gutter outside the cattery north door, twisting your left ankle. You try to stand but cannot.

Henry, an animal attendant, sees you fall and comes to your aid. Henry has a spare lead, restrains Major and returns him to his cage.

Henry informs you he'll get you an ice pack and will notify your supervisor that you will need to see a General Practitioner today.

Your supervisor returns with an ice pack and helps you to her vehicle so you can seek medical advice from a General Practitioner. You are seen quickly; your ankle is strapped, and you obtain crutches. You are advised to take over-the-counter pain medication and not to put weight on your ankle for a minimum of 7 days.

Your supervisor has emailed you Bray's K9 Rescue and Rehabilitation Incident Report Form to fill in and return within the next 24 hours. You must follow workplace procedures when completing the form for the above scenario.

**Note:** For privacy and confidentiality reasons, please do not use any true personal information for yourself or your employer. This can be made up.



## BRAY'S K9 RESCUE & REHABILITATION INCIDENT REPORT FORM

This is a confidential report and should not be made a part of an employee's personal record. It is completed to allow us to obtain advice from legal counsel and for the protection of the rescue and its employees from potential liability.

### Information about person involved in the incident

Full name: <b>To be completed</b>		
Home address: <b>To be completed</b>		
Student <input checked="" type="checkbox"/>	Employee <input type="checkbox"/>	Visitor <input type="checkbox"/>
Ph #: <b>To be completed</b>	Email: <b>To be completed</b>	

### Information about the incident

Date of incident: <b>To be completed</b>	Time: <b>10:10 am</b>
Location of incident: <b>kennel row B outside cage H</b>	
Description of incident: <i>(what happened, how it happened, factors leading to the event etc)</i>	
<p><b>I was preparing to walk Major.</b></p> <p><b>As I opened his cage, he rushed out of the cage, then out of kennel door. I ran after him.</b></p> <p><b>As I lunged to grab his collar, I tripped on the gutter outside the cattery north door.</b></p>	
Witness' to incident: <b>Y/N</b>	Name: <b>Henry</b>
Contact details: <b>To be completed</b>	
Any injuries acquired from incident? <i>If so, describe the injury (laceration, sprain etc), the part of the body injured, and any other information about the injury:</i>	
<p><b>Left ankle twisted.</b></p>	
Any medical treatment provided? <i>(Please include a description of on site and external treatment provided)</i>	
<ul style="list-style-type: none"> <li><b>• Applied ice pack</b></li> <li><b>• GP consultation</b></li> <li><b>• Strapping of ankle</b></li> <li><b>• Over the counter pain killer</b></li> <li><b>• Non-weight bearing for 7 days</b></li> </ul>	

### Reporter information

Name of person submitting the report: <b>To be completed</b>
Signature: <b>To be completed</b>
Date report completed: <b>To be completed</b>

### Office use only

Report received by:	Date:
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ASSESSOR FEEDBACK	Result
Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)	<input type="checkbox"/> S <input type="checkbox"/> NYS
<b>COMMENTS</b> (Assessor to add comments related to the achievement of the requirements for <b>Activity 3: Incident reporting &amp; follow-up meeting, Task A.</b> )	

### ACTIVITY 3: INCIDENT REPORTING & FOLLOW-UP MEETING

#### Task B:

This activity will require you to participate in a WHS follow-up meeting in response to the incident with Major, which you will need to record. You will need to complete this demonstration with a WHS officer or your supervisor/manager in the workplace to discuss the following:

Employer/employee	How could the situation be reduced or eliminated? (Provide one suggestion for yourself, and one suggestion from the manager)
Yourself	An example that the student may suggest is opening the kennel door inwards and have his lead ready to attach to the dog's collar. Always close the kennel door so can contain escapees. Do not lunge to grab the animal, try to call the dog to you.
Manager	More training on how to handle large dogs. More training on kennel security.

Your recording should be between 3-5 minutes long to allow you to cover all the requirements. It can be edited if recorded over a longer period.

All participants in this recording must complete the Consent Form included in Section G of the Logbook.

You will receive feedback from your assessor once they have marked the assessment.

**Assessor instructions:** Provide feedback to the students using the review criteria outlined in *Table 5 – Activity 3: Incident reporting & follow-up meeting, Activity 3: Incident reporting & follow-up meeting, Task B, Observation checklist.*

**Table 4 – Activity 3: Incident reporting & follow-up meeting, Task B**

**Observation checklist**

OBSERVATION CHECKLIST (Completed by the Assessor when they watch your video as they conduct the assessment)			
OBSERVATION		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)	
		Satisfactory (S)	Not yet Satisfactory (NS)
1.	The student participates in a WHS follow-up meeting, including at least one other person.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The student provides one suggestion as to how this safety issue/hazard can be reduced or eliminated. An example that the student may suggest is opening the kennel door inwards and have his lead ready to attach to the dog’s collar. Always close the kennel door so can contain escapees. Do not lunge to grab the animal, try to call the dog to you.	<input type="checkbox"/>	<input type="checkbox"/>
ASSESSOR FEEDBACK (Assessor to add comments related to the achievement of the observation requirements above)			

## ACTIVITY 4: WORKPLACE HEALTH AND SAFETY MEETING

This activity will require you to participate in a WHS consultative meeting. You will need to complete this demonstration with a WHS officer or your supervisor/manager in the workplace.

In this meeting you are required to:

1. participate in a WHS consultative meeting, including at least one other person
2. raise a workplace safety issue that you have identified in the workplace
3. provide suggestions as to how identified issue/hazard can be reduced or eliminated
4. identify at least two (2) emergency situations that might occur in an animal care environment
5. determine the requirements for each emergency type, including the appropriate response

**Note:** The response should be aligned with your workplace policies and procedures and will depend on the emergency you have identified

6. explain what action you would take in response to an emergency when following organisational procedures
7. explain how you will report the emergency situations.

You will need to submit an audio/video recording of this meeting and upload it to the LMS to be assessed by your trainer.

Your recording should be between 5-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period.

All participants in this recording must complete the Consent Form included in Section G of the Logbook.

You will receive feedback from your assessor, once they have marked the assessment.

**Assessor instructions:** Provide feedback to the students using the review criteria outlined in *Table 6 – Activity 4: Workplace health and safety meeting, Observation checklist*.



**Table 6 – Activity 4: Workplace health and safety meeting**

**Observation checklist**

OBSERVATION CHECKLIST (Completed by the Assessor when they watch your video as they conduct the assessment)			
OBSERVATION		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)	
		Satisfactory (S)	Not yet Satisfactory (NS)
1.	The student participates in a WHS consultative meeting, including at least one other person.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The student identifies and raises a workplace safety issue or hazard they have identified in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The student provides suggestions as to how this safety issue/hazard can be reduced or eliminated.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The student identifies at least 2 emergency situations that could occur in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The student determines the requirements and the appropriate responses for the <b>two</b> emergency situations identified previously. <b>Note:</b> The responses should be aligned with the student’s workplace policies and procedures and will depend on the emergency you have identified.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Followed the organisation’s procedure for responding to an emergency. <b>The student’s demonstration may include, but are not limited to the following:</b> <ul style="list-style-type: none"> <li>• Simulate (role-play) calling an emergency hotline</li> <li>• Simulate an evacuation procedure</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The student correctly identifies how to report emergency situations: <ul style="list-style-type: none"> <li>• Verbally to the workplace supervisor / fire warden/ team leader</li> <li>• Complete an incident report as per workplace procedures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ASSESSOR FEEDBACK</b> (Assessor to add comments related to the achievement of the observation requirements above)			

## Module 4: ACMSUS201 – Participate in environmentally sustainable work practices

### ACTIVITY 1: Workplace resources

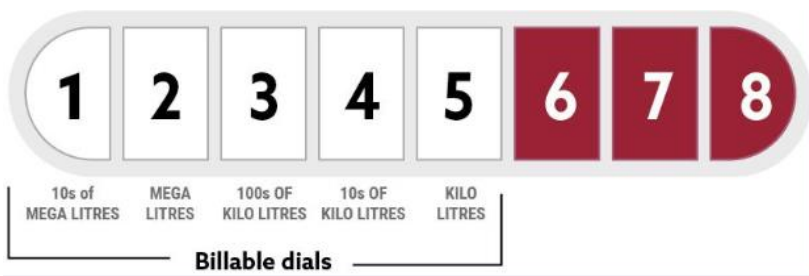
**Scenario:** You work as an animal care attendant at a Kitten Rescue Shelter. Recently they have developed an Environmental Sustainability Task Team to investigate how the facility can improve its sustainability.

Second on the agenda is to review the facility's water usage. They are concerned that the shelter is using more water than needed as their taps, washing machine and toilets are old fashioned and not water efficient.

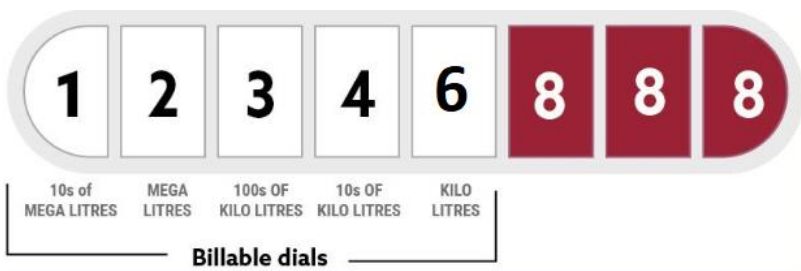
You are asked to prepare information on water usage over a 5-day period.

You have taken photos of the facility's water meter over a five-day period, following:

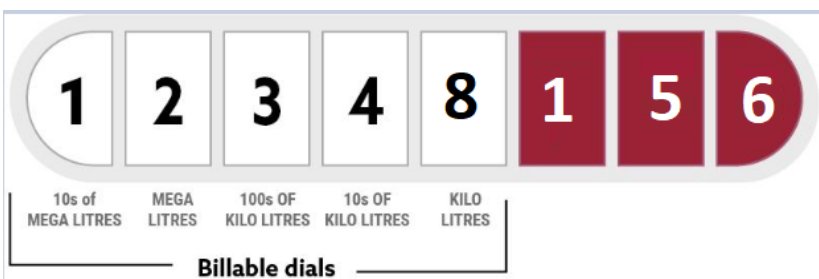
#### Day 1



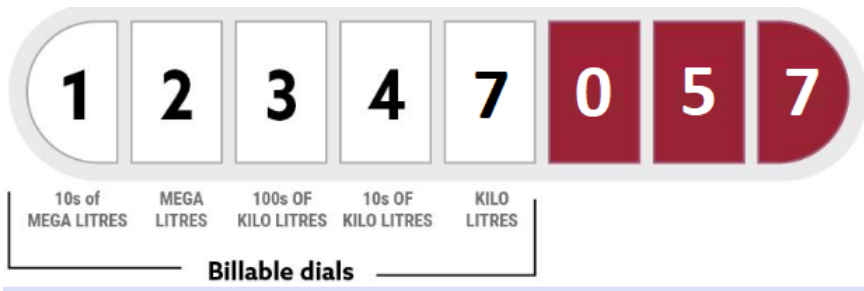
#### Day 2



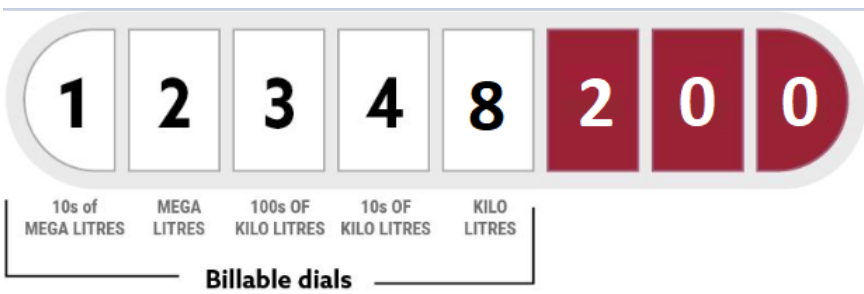
#### Day 3



Day 4



Day 5



Text alternative:

Day #	Billable dial	Billable dial	Billable dial	Billable dial	Billable dial			
	10s of MEGA LITRES	MEGA LITRES	100s of KILO LITRES	10s of KILO LITRES	KILO LITRES			
Day 1	1	2	3	4	5	6	7	8
Day 2	1	2	3	4	6	8	8	8
Day 3	1	2	3	4	8	1	5	6
Day 4	1	2	3	4	7	0	5	7
Day 5	1	2	3	4	8	2	0	0

Using the readings, determine how much water is used each day and in total at the end of the 5-day period. You are to record your findings in the table below to present to your supervisor.

Students must demonstrate their ability to:

- accurately calculate the water usage each day and an end total
- provide accurate measurement documentation in table provided.

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading		1210L	1268L	1099L	1143L
Total					4720L

## ACTIVITY 2: Improving workplace resource use

This activity will require you to hold a workplace meeting with your workplace supervisor regarding resource usage in the workplace. During this meeting you are required to:

- discuss your results in activity one
- provide three (3) suggestions to improve the usage of this resource across the facility.

Your recording should be between 2-3 minutes.

All participants in this recording must complete the Consent Form included in Section G of the Logbook.

Before commencing this activity, review the following observation checklist as this sets out the requirements that you must demonstrate in your recordings. The checklist is not to be completed by your Workplace Supervisor; it will be completed by your Assessor when they watch your video as they conduct the assessment. You will receive a copy of the completed checklist and any associated feedback from your assessor once they have completed the assessment.

### OBSERVATION CHECKLIST (Completed by the Assessor when they watch your video as they conduct the assessment)

OBSERVATION	OBSERVATION ADDRESSED (Tick if achieved)
1. Student conducts a meeting with the workplace supervisor regarding resource usage in the workplace	<input type="checkbox"/>
2. Student gives the daily water usage Day 2: 1210L Day 3: 1268L Day 4: 1099L Day 5: 1143L	<input type="checkbox"/>
3. Student gives the total usage over the 5-day period 4720L	<input type="checkbox"/>
4. Student provides three (3) suggestions to improve the usage of resources in the workplace. <b>The student may use different wording to describe the 3 suggestions. Provided answers need to reflect the characteristics described in the provided exemplar answer.</b>  Student should provide answers from the following: () <ul style="list-style-type: none"> <li>• Water saving toilets, for example, dual flush</li> <li>• Restrictor for tap or air rater</li> <li>• Full loads of washing</li> <li>• Taps that automatically turn off in bathrooms</li> <li>• Water efficient washing machine</li> <li>• Rainwater tank for gardens, washing machine and toilets</li> <li>• Turn off tap between kennels while cleaning</li> <li>• Other suitable water saving efforts that would be suitable in a kennel environment</li> </ul>	<input type="checkbox"/>

**COMMENTS**

(Assessor to add comments related to the achievement of the observation requirements above)

### ACTIVITY 3: Environmental hazards and breaches

You are required to provide a response to the following questions using your workplace environmental policies and procedures as well as relevant environmental legislations and regulations.

Students are required to answer the questions according to their workplace procedures and environmental legislation and regulations.

Sample answers have been provided.

The student may use different wording to describe the 2 examples of how they complied.

Provided answers need to reflect the characteristics described in the provided exemplar answer.

Q1. Provide 2 examples of how you complied with environmental regulations in the workplace within your daily role.

Students' responses will vary according to where they are completing work/ work placement.

Example responses include:

1. Disposing of rubbish correctly, for example, placing infectious materials in biohazard waste bins and recycling in the yellow council bin
2. Not pouring chemicals down the drain

Q2. Identify one environmental hazard in the workplace.

Student identifies one (1) environmental hazard in the workplace from the following list:

- Inappropriate use and disposal of animal treatment products, cleaning agents and chemicals
- Inappropriate disposal of animal, feed or organic waste or deceased animals
- Poorly maintained machinery and equipment
- Poor infection control practices
- Poor workplace vector management processes
- Radiation exposure
- Poor air circulation

Q3. Identify who the hazard should be reported to.

Student must indicate that they report the breach to one of the following:

- supervisor
- owner
- veterinarian
- team leader
- person in similar role.

Q4. Provide a suggestion as to how to reduce or eliminate the environmental hazard identified in Q2.

Student provides a suggestion on how to reduce or eliminate the environmental hazard that is suitable to the hazard and the workplace.

Q5. Identify one breach or potential breach of environmental regulations you witnessed in the workplace. Who did you report this to?

Student must indicate that they report the breach to: supervisor, owner, veterinarian, team leader or person in similar role.

The student needs to provide one (1) example of student reporting a breach or potential breach of environmental regulation, (answers may vary according to the facility in which work, or work placement is completed).

Some examples include:

- incorrect waste disposal (sharps, clinical waste, biological waste)

- incorrect disposal of chemicals
- incorrect use of chemicals.

**Note:** If breaches did not occur, the student is to provide relevant examples, according to sample answers above, where breaches *could* realistically occur. Provided answers need to reflect the characteristics described in the provided exemplar answer.

Q6. Provide one example of how you followed and supported workplace plans to improve environmental practices.

Student needs to provide one (1) example from either:

- Paper usage reduction and/or recycling
- Plastic reduction and/or recycling
- Water conservation
- Electrical conservation
- Chemical, medication and product disposal
- Food /food stuff conservation
- Chemical, product and medication conservation

#### ACTIVITY 4: Monitoring paper usage in workplace

Paper usage is a resource that is commonly used in all workplaces. You are required to monitor the paper usage at your work placement for eight (8) workdays and complete tasks a) and b).

- Based on your findings complete the following table and calculate the number of paper reams or sheets of paper used at the end of the eight (8) days. Note: One ream of paper typically consists of 500 sheets.
- Based on your findings, suggest two (2) improvements that could be introduced to minimise the usage of the resource.  
(Word count: 3 – 50 words)

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Total
Suggested improvements:								

Students must demonstrate their ability to:

- accurately calculate the paper usage each day and an end total.
- provide accurate measurement documentation in table provided.

Suggested improvements to minimize usage of paper: The student may use different wording to describe the improvement. Provided answers need to reflect the characteristics described in the provided exemplar answer.

- Print double-sided wherever possible
- Reuse paper that has only been printed on one side
- Switch to electronic communications whenever possible
- Use electronic invoicing instead of printing invoices
- Use paper with recycled content for office printing and photocopying
- Introduce a printing policy that aims to minimise paper consumption
- Reduce your default font size by one point. The difference will be barely noticeable but over time it will save a huge amount of paper and printer toner
- Set the default on all computers and photocopiers to double-sided printing
- Dedicate one printer or printer tray to reuse paper already printed on one side
- Submit time sheets, leave forms and rosters via email instead of printing copies
- Email payslips

Source: [Simple changes to make your workplace resource efficient \(pdf\)](#).



## ACTIVITY 5: Monitoring animal food waste in workplace

You are required to monitor the amount of food wasted at your work placement for eight (8) workdays and complete tasks a) and b).

- c) Based on your findings complete the following table and calculate the amount of animal food wasted at the end of the eight (8) days.

**Note:** Choose one species and type of food. For example, cat can food 120g can, fruit and vegetables for parrots or Guinea pigs, or tropical fish food.

- d) Based on your findings, suggest two (2) improvements that could be introduced to minimise the waste of the resource.

(Word count: 3 – 50 words)

Species: <enter species>

Food Type: <enter type of food>

Unit of measurement: <enter unit of measurement>

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Total
Suggested improvements:								

Students must demonstrate their ability to:

- accurately calculate the animal food wasted each day and an end total
- provide accurate measurement documentation in table provided.

Suggested improvements\* to minimize wastage of animal food:

- Improvements to storage
- Improvements to ordering
- Control the amount given, for example, measuring per animal body weight
- Swap for another type of food
- Give animals/creatures fewer food options
- Date the open packets/cans
- Rotate stock

\*The student may use different wording to describe the improvements. Provided answers need to reflect the characteristics described in the provided exemplar answer.

## **Module 5: ACMINF201 - Handle companion animals safely and follow infection control guidelines**

**ACTIVITY 1: (Same as Module 1, Activity 1: HANDLING ANIMALS – Recording 3 Clean, setup and maintain animal housing for companion animal (e.g., Cat or Dog))**

Please complete **Module 1, Activity 1: HANDLING ANIMALS**

**Module 1, Activity 1** requires you to record a demonstration of yourself cleaning, setting up and maintaining animal housing for companion animals (e.g., Cat or Dog). You are required to provide **three (3) recordings of you demonstrating these skills**. To complete this activity, you are required to carefully read through all instructions provided and submit three (3) recordings that demonstrate your performance in safely undertaking the task of cleaning, setting up and maintaining animal housing for companion animals.

*Assessor guidelines: Please refer to the same observation checklist for Module 2 Activity 1 (Table 2 – Activity 1B: Observation Checklist) for evidence of performance criteria.*

**Note:** If you've already completed **Module 1, Activity 1: HANDLING ANIMALS – Recording 3** you do not need to do this task again.

## ACTIVITY 2: HANDLING CONTAGIOUS AND ILL ANIMALS

To complete this activity, you are required to handle and interact with three (3) different companion animals of at least two (2) different species.

**Recording 1** must have a contagious and/or zoonotic disease.

**Recordings 2 and 3** must have signs indicating the animals have a disease commonly found at your Animal Care workplace.

Across the three (3) animals you must be able to recognise signs of five (5) different diseases. The focus of the activity is to:

- use visual checks, recognise signs of at least five (5) different diseases in companion animals
- carry out infection control activities
- carry out visual checks of animals for signs of disease

Some examples of appropriate diseases are:

- Canine Parvovirus
- Feline Panleukopenia
- Canine Infectious Respiratory Disease Complex (Kennel cough)
- Feline Upper Respiratory Disease complex
- Salmonellosis
- Dental disease
- Osteoarthritis
- Ear infection
- Infection of the skin e.g., infected wound, hotspot, Malassezia
- Kidney disease
- Cardiac or respiratory disease
- Equine Infectious Anemia
- Urinary tract infection, cystitis, blocked bladder, bladder stones or crystals
- Gastroenteritis
- Disc disease
- Colic
- Endocrine disease e.g., Hyper/Hypothyroidism, Diabetes Mellitus, Hyperadrenocorticism (Cushing's), Hypoadrenocorticism (Addison's)
- External parasite infestation e.g., lice, ticks, fleas,
- Sarcoptic mange/scabies (parasitic/mite disease)
- Ringworm
- Roundworm
- Hookworm
- Psittacosis
- Beak and Feather Disease
- Cancer
- Equine influenza
- Strangles
- Rabbit Hemorrhagic Disease Virus
- Leptospirosis
- Snuffles
- Myxomatosis
- other infectious and/or zoonotic diseases

### **Task: Capture video recordings of visual assessments**

#### Instructions for recording:

- this activity will need to be performed three (3) times as you are required to perform a visual assessment of three (3) different animals of two (2) different species, one must have a contagious and/or zoonotic disease in video **Recording 1, Recording 2 and Recording 3**
- ask your supervisor or co-worker to record the activity. You are required to describe the activity to the other person while the recording is occurring
- all participants in this recording must complete the Consent Form included in Section G of the Logbook.
- the recording should commence before you prepare yourself for performing the inspection but after you have gathered all the necessary equipment including PPE
- for each video recording, ensure that you
  - begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - provide verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - explain the critical aspects of what you are doing and what procedures you are following
  - demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - prepare for the recording of each activity by going through the demonstration tasks relevant for each animal care activity (as outlined in *Table 6 – Activity 2: Instructions for recordings* under **Recording 1, Recording 2 and Recording 3**) and ensure that all equipment, resources, and materials are made available to you in advance
  - each video recording may need to be 8-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period. The videos should be uploaded to the LMS to be assessed by your trainer.

You will receive feedback from your assessor once they have marked the assessment.

**Assessor instructions:** Provide feedback to the students using the review criteria outlined in *Table 7 –Activity 2: Observation Checklist*.

**Table 6 – Activity 2: Instructions for recordings**

Recording #	Recording 1	Recording 2	Recording 3
Demonstration activity	Contagious / Zoonotic Disease	Animal 2	Animal 3
1. Follow workplace guidelines /policies and procedures	Follow hygiene protocols for dealing with potentially contagious or zoonotic animals, security protocols and other required procedures at your Animal Care workplace as appropriate for the task and your role. Including: a. the demonstration of hand hygiene including washing and sanitising hands and checking own skin for cuts and abrasions b. identifying any hazards (e.g., ensuring there’s no risk of disease transmission or infection from animals to humans) c. controlling risks related to own safety (e.g., infection control, PPE)		
2. Assess animal behaviour	Assess and discuss the animal’s behaviour before approaching and handling, considering any body language signs and communication that indicate physical safety risks, behavioural characteristics, temperament traits, physical and social environmental needs, current health, welfare issues, indicators of normal and undesirable or maladaptive behaviour of the animals.		
3. Equipment and resources	Demonstrate and discuss the: d. preparation of required equipment, PPE and resources for animal handling e. use of a pre-start checks according to workplace procedures before commencing each animal care activity f. correct use of PPE.		
4. Conduct distance assessment of animal	Demonstrate and discuss the: g. assessment of animal’s cage for signs of ill health / disease (e.g., urine, faeces, eating, drinking, animal itself) h. identification of abnormal findings / signs of illness in the animal i. recording of findings according to workplace policies and procedures		
5. Handle animal humanely	Demonstrate and discuss the: j. handle animals according to welfare principles removal of animal from the cage, k. transportation of animal to assessment area, l. restraint of animal once in assessment area (e.g., lifting, securing, placement, requesting assistance and restraint by another person)		
6. Continue visual assessment of animal	Demonstrate and discuss the: m. visual and touch assessment of animal n. identification of abnormal findings / signs of illness in the animal o. recording of findings according to workplace policies and procedures		
7. Communicate effectively with supervisor and team members	Communicate clearly with your supervisor and any team members at the workplace. These conversations may occur before, during and/or after performing specific animal care activities and should demonstrate: p. advising of findings (e.g., the signs of disease identified – 5 different diseases across the three (3) animals). q. use appropriate industry-related terminology r. communicates clearly.  <b>Recording 1 ONLY</b> s. ask questions and gather information from your supervisor on workplace policy on how to isolate animal and control access to infected animals		
(9-11) Handle Companion	<b>9. Contagious/Zoonotic:</b>	<b>10. Other:</b>	<b>11. Other:</b>

Recording #	Recording 1	Recording 2	Recording 3
animals safely, follow infection control guidelines and assess animal for signs of disease	<input type="checkbox"/> carry out personal preparations for the task and follow WHS policies <input type="checkbox"/> assess animal behaviour and ensure safe to carry out assessment <input type="checkbox"/> carry out a pre-start check and ensure all equipment and materials for the task are ready. <input type="checkbox"/> conduct distance assessment of animal and record findings as per organisational policies. <input type="checkbox"/> using safe, low stress handling techniques to remove animal from the housing, transport animal to assessment area and apply appropriate restraint of animal for assessment. <input type="checkbox"/> carry out visual assessment of animal and record findings as per organisational policies <input type="checkbox"/> communicate findings to Supervisor and use listen/questioning techniques to obtain instructions for isolation of animal.	<input type="checkbox"/> carry out personal preparations for the task and follow WHS policies <input type="checkbox"/> assess animal behaviour and ensure safe to carry out assessment <input type="checkbox"/> carry out a pre-start check and ensure all equipment and materials for the task are ready. <input type="checkbox"/> conduct distance assessment of animal and record findings as per organisational policies. <input type="checkbox"/> using safe, low stress handling techniques to remove animal from the housing, transport animal to assessment area and apply appropriate restraint of animal for assessment. <input type="checkbox"/> carry out visual assessment of animal and record findings as per organisational policies <input type="checkbox"/> communicate findings to Supervisor	<input type="checkbox"/> carry out personal preparations for the task and follow WHS policies <input type="checkbox"/> assess animal behaviour and ensure safe to carry out assessment <input type="checkbox"/> carry out a pre-start check and ensure all equipment and materials for the task are ready. <input type="checkbox"/> conduct distance assessment of animal and record findings as per organisational policies. <input type="checkbox"/> using safe, low stress handling techniques to remove animal from the housing, transport animal to assessment area and apply appropriate restraint of animal for assessment. <input type="checkbox"/> carry out visual assessment of animal and record findings as per organisational policies <input type="checkbox"/> communicate findings to Supervisor

**Table 7 – Activity 2: Observation Checklist**

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
	The student uses three different animals across two different species	<input type="checkbox"/> S <input type="checkbox"/> NYS		
	The student identifies signs of five (5) different diseases across the three animals	<input type="checkbox"/> S <input type="checkbox"/> NYS		
1.	<p>The student complied with hygiene protocols, security protocols and other required procedures and</p> <p>a. <input type="checkbox"/> demonstrated the use of hand hygiene and checks own skin for cuts and abrasions  <b>The student washed and sanitised hands and checked own skin for cuts and abrasions.</b></p> <p>b. <input type="checkbox"/> identified hazards (e.g., ensuring there’s no risk of disease transmission or infection from animals to humans)</p> <p>c. <input type="checkbox"/> controlled risks related to own safety (e.g., infection control)  <b>The student identified wearing of correct PPE (e.g., Gloves, appropriate clothing, and enclosed shoes.            Used other PPE such as a face mask may be required depending on the chemicals being used)</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.	<p>The student,</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describes animal temperament/behaviours             <ul style="list-style-type: none"> <li>• described positive and negative behaviours</li> <li>• described signs of aggression and required actions</li> </ul> </li> <li><input type="checkbox"/> describes physical and social environmental needs of the animals</li> <li><input type="checkbox"/> identified indicators of normal and undesirable or maladaptive behaviour             <ul style="list-style-type: none"> <li>• observes the animal from a distance</li> <li>• student articulates positive body language</li> <li>• student articulates negative body language</li> </ul> </li> <li><input type="checkbox"/> identified basic animal body language signs and communication that indicate physical safety risks             <ul style="list-style-type: none"> <li>• student describes safety concerns associated with body language</li> </ul> </li> </ul> <p>Described process to address aggression / negative body language.</p> <ul style="list-style-type: none"> <li>• <b>Student uses industry recognised terminology to discuss behaviour and body language displayed by animals.</b></li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
	<ul style="list-style-type: none"> <li>Student interprets body language correctly and discusses safety concerns taking into consideration self, animal, other staff and other animals.</li> </ul>			
3.	<p>The student,</p> <p>d. <input type="checkbox"/> prepares equipment, PPE and resources required to handle the animal.</p> <p>e. <input type="checkbox"/> uses a pre-start check according to workplace procedures before commencing each animal care activity.</p> <p>f. <input type="checkbox"/> uses the PPE correctly.</p> <ul style="list-style-type: none"> <li>Student identifies appropriate restraining equipment and resources based on the animal's behaviour identified in step 2.</li> </ul> <p>Student uses appropriate PPE - this may include additional PPE, assistance from another employee, chemical restraint (this needs to be determined by a vet not the student) or additional equipment such as a carry cage.</p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
4.	<p>The student</p> <p>g. <input type="checkbox"/> demonstrates and discusses actions taken to perform the distance assessment of animal</p> <p>h. <input type="checkbox"/> identifies abnormal findings / signs of illness in the animal</p> <p>i. <input type="checkbox"/> records findings according to workplace policies and procedures</p> <ul style="list-style-type: none"> <li>Student discusses as a minimum: food, water intake, urine and faeces, and one other observation such as mobility, posture, respiration, injuries, vocalisation.</li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
5.	<p>The student</p> <p>j. <input type="checkbox"/> demonstrates the safe and low stress removal of animal from housing and shows knowledge of why done in this way</p> <p>k. <input type="checkbox"/> demonstrates the safe and low stress transportation of animal to assessment area.</p> <p>l. <input type="checkbox"/> demonstrates the safe and low stress restraint of animal once in assessment area</p> <ul style="list-style-type: none"> <li>Student uses safe and low stress actions / restraint when lifting, securing, placement, requesting assistance and restraint by another person that is appropriate to species, breed, animals' condition, animals' behaviour and experience of those restraining.</li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS



OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
		Recording 1	Recording 2	Recording 3
6.	<p>The student</p> <p>m. <input type="checkbox"/> demonstrates and discusses the visual and physical assessment of the animal.</p> <p>n. <input type="checkbox"/> identifies abnormal findings / signs of illness in the animal</p> <p>o. <input type="checkbox"/> records findings according to workplace policies and procedures</p> <ul style="list-style-type: none"> <li>• Student discusses as the head to toe/tail examination of the animal as appropriate for that species and illness signs exhibited. Temperature, pulse, heart rate not required.</li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
7.	<p><b>Recording 1</b></p> <p>The student communicates effectively with supervisor and team member/s by:</p> <p>p. <input type="checkbox"/> reporting findings of distance and physical examination of animal</p> <p>q. <input type="checkbox"/> using industry-appropriate terminology Used terms that are commonly used in the Animal Care industry.</p> <p>r. <input type="checkbox"/> communicating information clearly. Used clear language, asked questions, and responded appropriately to answers.</p> <p>s. <input type="checkbox"/> seeking information from Supervisor on workplace policy on how to isolate animals and control access to infected animals. Uses different questioning techniques and listening skills to gather required information and understand tasks.</p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS		
	<p><b>Recording 2 &amp; 3</b></p> <p>The student communicates effectively with supervisor and team member/s by:</p> <p>p. <input type="checkbox"/> reporting findings of distance and physical examination of animal</p> <p>q. <input type="checkbox"/> using industry-appropriate terminology Used terms that are commonly used in the Animal Care industry.</p> <p>r. <input type="checkbox"/> communicating information clearly. Used clear language, asked questions, and responded appropriately to answers.</p>		<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
<p><b>COMMENTS</b> (Assessor to add comments related to the achievement of the observation requirements above)</p>				

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)	Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)		
	Recording 1	Recording 2	Recording 3
<b>Recording 1 (Contagious/Zoonotic) comments:</b>			
<b>Recording 2 (Other) comments:</b>			
<b>Recording 3 (Other) comments:</b>			
<b>Five (5) diseases identified:</b> 1. 2. 3. 4. 5.			

## Module 6: ACMGEN202 - Complete animal care hygiene routines

### ACTIVITY 1: Preparing for work

To complete this activity, you are required to prepare for your shift. You must video record yourself completing this activity and submit it to your assessor for grading. The focus of this activity is to:

- Confirm your daily responsibilities with your supervisor, including the animals that you will be responsible for
- Gain information about the status of the animals you are caring for (either via handover or reading up on notes/records)
- Identify animal behaviours, body language and condition
- Update your supervisor on animal status

#### Instructions for recording:

- Ask your supervisor or co-worker to record the activity, you are required to describe the activity to the other person while the recording is occurring.
- All participants in this recording must complete the Consent Form included in Section G of the Logbook.
- The recording should commence before greeting your supervisor or opening documentation to confirm responsibilities.
- For the recording you must:
  - begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - explain the critical aspects of what you are doing and what procedures you are following
  - demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - prepare for the recording of the activity by going through the demonstration tasks relevant for each animal care activity (as outlined in *Table 1 – Activity 1: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - each video recording may need to be 8-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period. The videos should be uploaded to the LMS to be assessed by your trainer.

Table 5 – Activity 1: Instructions for recordings

Demonstration activity	Recording
<p>1. Confirm responsibilities and animal status</p>	<p>Demonstrate and discuss:</p> <p>a. confirms your daily responsibilities and the animals you will be responsible for  <i>Note: This can be done via the roster, written or verbal communication with your supervisor.</i></p> <p>b. Check the status of each animal you are responsible for  <i>Note: This may be done via verbal handover from another staff member or checking animal records for written notes.</i></p>
<p>2. Check animals at the start of your shift</p>	<p>Demonstrate and discuss:</p> <p>c. Visually check each animal you are responsible for during your shift. Make note of their behaviour, body language and overall condition</p>
<p>3. Update supervisor on animal status</p>	<p>Demonstrate and discuss:</p> <p>d. Update your supervisor on each animal you are responsible</p>

**Table 2 – Activity 1: Observation checklist**

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)
1.	<p>The student</p> <p>a. <input type="checkbox"/> confirms daily responsibilities and the animals you will be responsible for  <i>student confirms daily tasks and the animals they will be looking after during their shift</i></p> <p>b. <input type="checkbox"/> Checks the status of each animal they are responsible for  <i>Student checks the status of each animal that will be in their care for the shift</i></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.	<p>The student</p> <p>c. <input type="checkbox"/> Visually checks each animal they are responsible for during the shift. Makes note of their behaviour, body language and overall condition  <i>Student visually checks each animal they are looking after and makes note of their behaviour, body language and overall condition</i></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.	<p>The student</p> <p>d. <input type="checkbox"/> Updates the supervisor on the status of each animal  <i>Student gives the supervisor an update on the status of each animal they are looking after</i></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
<b>COMMENTS</b> (Assessor to add comments related to the achievement of the observation requirements above)		
<b>Comments:</b>		

**ACTIVITY 2: (Same as Module 1, Activity 1: HANDLING ANIMALS – Recording 3 Clean, setup and maintain animal housing for companion animal (e.g. Cat or Dog))**

Please complete **Module 1, Activity 1: HANDLING ANIMALS- Recording 3 Clean, setup and maintain animal housing** for companion animal (e.g., Cat or Dog), by carefully reading through all instructions and submitting recording three (3) to demonstrate your performance in safely undertaking the task of cleaning, setting up and maintaining animal housing for companion animal.

*Assessor guidelines: Please refer to the same observation checklist for Module 1 Activity 1 (Table 2 – Activity 1B: Observation Checklist) for evidence of performance criteria.*

**Note:** If you’ve already completed **Module 1, Activity 1: HANDLING ANIMALS – Recording 3** you do not need to do this task again.

### ACTIVITY 3: Maintain animal housing

To complete this activity, you are required to complete a spot clean on animal housing. You must video record yourself completing this activity and submit it to your assessor for grading. The focus of this activity is to:

- Remove any animal waste from the cage
- Remove and replace any soiled bedding
- Replenish the water
- Clean the area around the housing including the disposal of any rubbish
- Complete workplace documentation relating to the spot clean

#### Instructions for recording:

- Ask your supervisor or co-worker to record the activity; you are required to describe the activity to the other person while the recording is occurring.
- All participants in this recording must complete the Consent Form included in Section G of the Logbook.
- The recording should commence before washing your hands.
- For the recording you must:
  - begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - explain the critical aspects of what you are doing and what procedures you are following
  - demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - prepare for the recording of the activity by going through the demonstration tasks relevant for each animal care activity (as outlined in *Table 1 – Activity 3: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - each video recording may need to be 8-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period. The videos should be uploaded to the LMS to be assessed by your trainer.

**Note:** This activity must be completed using a different species of animal to the animal used in Activity 2. For example, if you cleaned the cage of a dog in Activity 2, you would need to complete this activity for a cat, rabbit, or other companion animal.

**Table 6 – Activity 3: Instructions for recordings**

<b>Demonstration activity</b>	<b>Recording</b>
1. Follow workplace hygiene protocols	Follow hygiene protocols for handling animals. Including: a. the demonstration of hand hygiene b. wearing appropriate PPE and fit correctly
2. Handle animal humanly	Demonstrate and discuss the: c. removal of animal from the cage, d. transportation of the animal to the holding cage
3. Spot clean	Demonstrate and discuss: e. removal of animal waste f. removal of soiled bedding g. discards uneaten food and cleans bowl h. replaces bedding i. replenishes water
4. Secure the animal	Demonstrate and discuss: j. removal of animal from the holding cage, k. transportation of the animal back to the housing l. checking the locks and ensuring the housing door is closed securely m. report any damage or security issues to your supervisor
5. Clean the sounding area	Demonstrate and discuss: n. checking the equipment used to ensure it is in working order and not damaged. o. reporting any broken or damaged equipment to your supervisor p. cleaning and putting equipment and materials used back in the correct places q. emptying the rubbish bin and replacing the liner r. wiping down any benches or surfaces s. sweeping or vacuuming and mopping the floor t. checking stock and replenishing low or empty items  Note: rubbish must be disposed according to environmental and workplace procedures.
6. Workplace documentation	Demonstrate and discuss: u. recording the eating habits of the animal according to what is left in the cage v. recording if the animal has urinated or defecated w. recording any stock that need to be ordered

**Table 2 – Activity 3: Observation checklist**

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)
The student has used a different species to the animal used in Activity 2		<input type="checkbox"/> S <input type="checkbox"/> NYS
1.	The student complied with hygiene protocols and d. <input type="checkbox"/> demonstrated the use of hand hygiene. <b>The student used the appropriate techniques to ensure hand hygiene.</b> e. <input type="checkbox"/> selected the appropriate PPE and fitted it correctly <b>Student puts on clothes as a minimum for PPE</b>	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.	The student c. <input type="checkbox"/> demonstrates the safe and low stress removal of animal from housing and shows knowledge of why done in this way d. <input type="checkbox"/> demonstrates the safe and low stress transportation of animal to a holding cage.  <ul style="list-style-type: none"> <li><b>Student uses safe and low stress actions when removing the animal from its housing and transporting the animal to a safe holding cage.</b></li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.	The student demonstrates a spot clean by e. <input type="checkbox"/> removing all animal waste and placing it in the rubbish bin <b>student picks up any animal waste and places it in the bin</b> f. <input type="checkbox"/> removing any soiled bedding <b>student removes any soiled bedding from the cage</b> g. <input type="checkbox"/> discards any uneaten food and cleans the bowl <b>student removes bowls and puts any uneaten food in the bin</b> h. <input type="checkbox"/> replaces bedding <b>student puts fresh bedding in the housing</b> i. <input type="checkbox"/> replenishes water <b>student fills the bowl with fresh water</b>	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.	The student j. <input type="checkbox"/> demonstrates the safe and low stress removal of animal from the holding cage and shows knowledge of why done in this way k. <input type="checkbox"/> demonstrates the safe and low stress transportation of animal back to the animal housing <b>Student uses safe and low stress actions when removing the animal from the holding cage and transporting the animal back to its housing.</b>  l. <input type="checkbox"/> demonstrates how to check the cage to ensure it is closed securely m. <input type="checkbox"/> demonstrates how to check the cage for any faults or damages <b>student checks the door is closed properly and makes sure there are no faults or damages to the housing.</b>	<input type="checkbox"/> S <input type="checkbox"/> NYS



5.	<p>The student cleans the area around the animal housing by</p> <p>n. <input type="checkbox"/> checking the equipment used to ensure it is in working order and not damaged  <b>Student checks that the equipment is working</b></p> <p>o. <input type="checkbox"/> reports any damaged or broken equipment to your supervisor  <b>student reports any damaged or broken equipment to the supervisor</b></p> <p>p. <input type="checkbox"/> cleaning and putting equipment and materials used back in the correct places  <b>student cleans any equipment and places it back in its respectful place</b></p> <p>q. <input type="checkbox"/> Empties the rubbish bin and replaces the liner  <b>student empties the rubbish bin and put a new liner in</b></p> <p>r. <input type="checkbox"/> wipes down any benches or surfaces  <b>student wipes down the benches and surfaces used</b></p> <p>s. <input type="checkbox"/> sweep or vacuum and mop the floor  <b>students sweep any dirt or debris and mops the floor</b></p> <p>t. <input type="checkbox"/> checking stock and replenishing low or empty items  <b>student checks stock and replaces any low or empty items</b></p> <p><b>Note: Rubbish must be disposed according to environmental and workplace procedures.</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
6.	<p>The student demonstrates the completion of workplace recording including</p> <p>u. <input type="checkbox"/> recording the eating habits of the animal according to what is left in the cage</p> <p>v. <input type="checkbox"/> recording if the animal has urinated or defecated</p> <p>w. <input type="checkbox"/> recording any stock that needs to be ordered</p> <p><b>Student records the eating habits and bodily movements of the animal.</b>  <b>Student records any stock that needs ordering.</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
<b>COMMENTS</b> (Assessor to add comments related to the achievement of the observation requirements above)		
<b>Comments:</b>		

#### ACTIVITY 4: Grooming companion animals

To complete this activity, you are required to perform a basic hygiene inspection and grooming requirements for 2 different animals. You must video record yourself demonstrating this activity and submit it to your assessor for grading. The focus of this activity is to:

- Complete a basic hygiene inspection on 2 different animals
- Complete the required grooming requirements for each animal
- Identify the hygiene control methods for each animal and implement these methods.

Note: These two animals must be of different life stages. For example, one video could be demonstrated with a puppy and the other video could be demonstrated with a 7-year-old dog.

##### Instructions for recording:

- Ask your supervisor or co-worker to record the activity, you are required to describe the activity to the other person while the recording is occurring.
- All participants in this recording must complete the Consent Form included in Section G of the Logbook.
- The recording should commence before washing your hands.
- For the recording you must,
  - begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - explain the critical aspects of what you are doing and what procedures you are following
  - demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - prepare for the recording of the activity by going through the demonstration tasks relevant for each animal care activity (as outlined in *Table 1 – Activity 4: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - each video recording may need to be 8-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period. The videos should be uploaded to the LMS to be assessed by your trainer.

Table 7 – Activity 4: Instructions for recordings

Note: You only need to complete the steps applicable to the grooming requirements of the animals chosen.

As a minimum, each animal must be either brushed or washed.

Demonstration activity	Recording 1	Recording 2 (Must be a different life stage to the animal in recording 1)
1. Follow workplace hygiene and health and safety protocols	Follow hygiene protocols for handling animals, including: a. the demonstration of hand hygiene b. wearing appropriate PPE and fit correctly c. identifying any potential hazards and how they can be controlled	
2. Prepare for work	Demonstrate and discuss: d. Collecting all equipment required to complete the hygiene inspection and grooming of the animal e. Setting up of the hydrobath or appropriately sized sink or bath. f. ensuring all equipment is in working order. Report any damaged or faulty equipment	
3. Handle animal humanly	Demonstrate and discuss the: g. removal of animal from the cage, h. transportation of the animal to the treatment and/or grooming area	
4. Basic hygiene inspection & identifying the grooming and hygiene needs for the animal	Demonstrate and discuss: i. checking the animals overall condition including: - the coat/fur - skin - toe nails - ears - eyes j. identifying the areas of the animal that require attention. k. Develop a grooming plan placed on the animals' grooming needs.	
5. Coat/fur (Only complete the steps applicable to the needs of the animal selected)	Demonstrate and discuss: l. selection of brush m. method of brushing the coat/fur of the animal n. removal of any matts	
6. Toenails (Only complete the steps applicable to the needs of the animal selected)	Demonstrate and discuss: o. clipping the animal's nails	
7. Eyes (Only complete the steps applicable to the needs of the animal selected)	Demonstrate and discuss: p. wiping the eyes with a clean wet, warm swab or cloth q. removal of any crust or dried tears	
8. Ears (Only complete the steps applicable to the needs of the animal selected)	Demonstrate and discuss: r. cleaning of the inner ear with a wet, warm swab or cloth s. application of ear cleaner	
9. Washing the animal	Demonstrate and discuss: t. selection of shampoo u. checking the temperature of the water to ensure animal comfort v. wetting the coat/fur	

	<p>w. application of shampoo</p> <p>x. rinsing the coat/fur</p> <p>y. removing excess water from the animal's coat</p> <p>z. drying process of the animal (remember to consider animal welfare and comfort. Different drying methods can cause stress to the animal and a lack of drying methods can cause discomfort).</p>
10. Humanly return the animal to housing	<p>Demonstrate and discuss:</p> <p>zz. safely and humanly returning the animal to the housing and check the cage is securely closed.</p>
11. Workplace documentation	<p>Demonstrate and discuss:</p> <p>zzz. recording the condition of the animal and the hygiene practices performed</p>

**Table 2 – Activity 4: Observation checklist**

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)	
	The student has used 2 animals with different life stages in the videos	<input type="checkbox"/> S <input type="checkbox"/> NYS	
		Recording 1	Recording 2
1.	<p>The student complied with hygiene protocols and</p> <p>a. <input type="checkbox"/> demonstrated the use of hand hygiene. <b>The student used the appropriate techniques to ensure hand hygiene.</b></p> <p>b. <input type="checkbox"/> selected the appropriate PPE and fitted it correctly <b>As a minimum student puts on gloves</b></p> <p>c. <input type="checkbox"/> identified any potential hazards and how they could be controlled <b>Student identifies any potential hazards and how they can be controlled</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.	<p>The student</p> <p>d. <input type="checkbox"/> Collected the equipment required to complete the hygiene inspection and grooming of the animal <b>Student collects all equipment needed for the task</b></p> <p>e. <input type="checkbox"/> Setting up the hydrobath or appropriately sized sink or bath <b>Student turns on water and/or hydrobath ready for use</b></p> <p>f. <input type="checkbox"/> checked the equipment to ensure it is in working order and report any damaged or faulty equipment <b>Student checks the functionality of equipment <input type="checkbox"/> and reports any damaged or faulty equipment to the supervisor if applicable</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.	<p>The student</p> <p>g. <input type="checkbox"/> demonstrates the safe and low stress removal of animal from housing and shows knowledge of why done in this way</p> <p>h. <input type="checkbox"/> demonstrates the safe and low stress transportation of animal to the grooming or treatment area</p> <ul style="list-style-type: none"> <li><b>Student uses safe and low stress actions when removing the animal from its housing and transporting the animal to a safe holding cage.</b></li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.	<p>The student demonstrates a hygiene inspection by</p> <p>i. <input type="checkbox"/> checks the animals overall condition including:</p> <ul style="list-style-type: none"> <li>- the coat/fur</li> <li>- skin</li> <li>- toe nails</li> <li>- ears</li> <li>- eyes</li> </ul> <p><b>Student physically checks each part of the body ensuring it is in good condition or takes note if it is not and requires attention</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS

	<p>j. <input type="checkbox"/> identifies the areas of the animal that require attention.  <b>Student identifies the areas that require attention</b></p> <p>k. <input type="checkbox"/> develops a grooming plan placed on the animals' grooming needs.  <b>Student identifies grooming needs of the animal</b></p>		
5.	<p>The student</p> <p>l. <input type="checkbox"/> selects an appropriate brush  <b>Student selects appropriate brush for the animal's coat/fur</b></p> <p>m. <input type="checkbox"/> use an appropriate brushing method  <b>Student brushes the animal's coat/fur in a way that detangles and doesn't cause any further matting</b></p> <p>n. <input type="checkbox"/> removes matts from the animal fur  <b>If applicable, student cuts off matts or brushes them out</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
6.	<p>The student demonstrates</p> <p>o. <input type="checkbox"/> clipping of the animals' toenails  <b>If applicable, student uses toenail clippers to clip the nails back</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
7.	<p>The student demonstrates cleaning of eyes by</p> <p>p. <input type="checkbox"/> wiping the eyes with a clean wet, warm swab or cloth  <b>If applicable, student wets a swab and wipes the eyes of the animal</b></p> <p>q. <input type="checkbox"/> removing of any crust or dried tears  <b>If applicable, student removes any crusty bits off the animal's face</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
8.	<p>The student:</p> <p>r. <input type="checkbox"/> cleans the inner ear with a wet, warm swab or cloth  <b>If applicable, student wets a swab and wipes out the inner ear removing any dirt or debris</b></p> <p>s. <input type="checkbox"/> applies ear cleaner  <b>If applicable, student applies ear cleaner and massages ear</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
9.	<p>The student:</p> <p>t. <input type="checkbox"/> selects an appropriate shampoo  <b>student selects shampoo appropriate for the skin and coat of the animal</b></p> <p>u. <input type="checkbox"/> checks the temperature of the water to ensure animal comfort  <b>student test the water to ensure it is not too hot or cold</b></p> <p>v. <input type="checkbox"/> wets the coat/fur  <b>Student soaks the fur/coat with water</b></p> <p>w. <input type="checkbox"/> applies shampoo  <b>Student applies the shampoo to the entire body</b></p> <p>x. <input type="checkbox"/> rinses the coat/fur  <b>Student rinses the shampoo from the coat/fur</b></p> <p>y. <input type="checkbox"/> removes any excess water from the animal's coat  <b>student smooths out coat removing any excess water</b></p> <p>z. <input type="checkbox"/> dries the animal's coat/fur taking into consideration animal welfare and comfort  <b>student dries the animals coat using a towel and/or a dryer. Student should take into consideration the stress and comfort of the animal.</b></p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS

10.	<p>The student: zz. <input type="checkbox"/> demonstrates the safe and low stress transportation of animal back to the animal housing and ensures the cage it closed securely. <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Student uses safe and low stress actions when transporting the animal back to its housing.</li> </ul>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
11.	<p>The student: zzz. <input type="checkbox"/> records the condition of the animal and the hygiene practices performed student records the condition of the animal and any hygiene procedures completed</p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS	<input type="checkbox"/> S  <input type="checkbox"/> NYS
<p><b>COMMENTS</b> (Assessor to add comments related to the achievement of the observation requirements above)</p>			
<p><b>Comments:</b></p>			

## ACTIVITY 5: Post-hygiene clean-up

To complete this activity, you are required to clean and restock the area that you used in activity 4. You must record yourself demonstrating this activity and submit it to your assessor for grading. The focus of this activity is to:

- Clean the area and equipment you used to complete activity 4
- Check the equipment used to ensure it is in working order and free from damage
- Check supplies in the area and restock accordingly
- Update the stock record sheet

### Instructions for recording:

- Ask your supervisor or co-worker to record the activity, you are required to describe the activity to the other person while the recording is occurring.
- All participants in this recording must complete the Consent Form included in Section G of the Logbook.
- The recording should commence before removing any rubbish for the area.
- For the recording you must:
  - begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - explain the critical aspects of what you are doing and what procedures you are following
  - demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - prepare for the recording of each activity by going through the demonstration tasks relevant for each animal care activity (as outlined in *Table 1 – Activity 5: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - each video recording may need to be 8-10 minutes long to allow you to cover all of the requirements. It can be edited if recorded over a longer period. The videos should be uploaded to the LMS to be assessed by your trainer.



Table 8 – Activity 5: Instructions for recordings

Demonstration activity	Recording
1. Clean the area	Demonstrate and discuss: a. disposal of any rubbish b. wipe down and disinfect any benches or surfaces used c. sweep and mop the floor
2. Clean and check the equipment	Demonstrate and discuss: d. cleaning each piece of equipment according to workplace procedures e. wash down and disinfect the hydrobath, sink or bath used f. check that each piece of equipment used is in working order g. putting away equipment in appropriate place
3. Check and replenish supplies	Demonstrate and discuss: h. checking stock levels in the area and replenish anything that is low or empty
4. Update workplace documentation	Demonstrate and discuss: i. recording any stock that requires ordering

**Table 2 – Activity 5: Observation checklist**

OBSERVATION CHECKLIST (To be completed by the Assessor when they watch the video as they conduct the assessment)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)
1.	<p>The student</p> <p>a. <input type="checkbox"/> disposes of any rubbish  <b>Student picks up and removes any debris or rubbish from the area and places it in the bin</b></p> <p>b. <input type="checkbox"/> wipes down and disinfects any benches or surfaces used  <b>Student wipes down all benches and surfaces using a disinfectant</b></p> <p>c. <input type="checkbox"/> sweeps and mops the floor  <b>Student removes any debris from the floor and mops the floor</b></p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS
2.	<p>The student</p> <p>d. <input type="checkbox"/> cleans each piece of equipment according to workplace procedures  <b>student cleans equipment correctly accordingly to workplace procedures</b></p> <p>e. <input type="checkbox"/> washes down and disinfects the hydrobath, sink or bath used  <b>Student cleans the hydrobath, sink or bath using a disinfectant</b></p> <p>f. <input type="checkbox"/> checks that each piece of equipment used is in working order  <b>student checks equipment is working</b></p> <p>g. <input type="checkbox"/> puts away equipment in appropriate place  <b>student returns the equipment to its respectful place</b></p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS
3.	<p>The student</p> <p>h. <input type="checkbox"/> checks stock levels in the area and replenishes anything that is low or empty  <b>student counts stock and replenishes any stock that is low or depleted</b></p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS
4.	<p>The student</p> <p>i. <input type="checkbox"/> records any stock that requires ordering  <b>student writes down any stock that requires ordering on the form</b></p>	<input type="checkbox"/> S  <input type="checkbox"/> NYS
<p><b>COMMENTS</b>            (Assessor to add comments related to the achievement of the observation requirements above)</p>		
<p><b>Comments:</b></p>		

## ACTIVITY 6: Work schedules

Q1. What are some work tasks you complete daily? Please provide 2 examples.

Candidate answer must include 2 of the following examples:

- Feeding animals
- Exercising animals
- Replenishing stock
- Cleaning animal housing
- Reception duties
- General cleaning
- Medicating animals
- Grooming animals

Q2. What are some work tasks you complete on a weekly basis? Please provide 2 examples.

Candidate answer must include 2 of the following examples:

- Recording stock for ordering
- General cleaning and maintenance of equipment
- Grooming animals

Q3. What are some work tasks you complete periodically? Please provide 2 examples.

Candidate answer must include 2 of the following examples:

- Adoption interviews
- Stock take
- Unpacking stock

## ACTIVITY 7: Stock take

To complete this activity, you are required to complete stock inventory for an area you have used in the workplace. You must choose an area that contains both solid and liquid forms of stock and record a minimum of 5 items. Complete the form below.

Student must complete the inventory sheet using at least 5 items within an area used in the workplace. The student must record both solid and liquid forms of stock.

A sample has been provided below.

Worksheet 9 – Activity 7: Inventory sheet

Inventory sheet			
Department or room: <b>Isolation ward</b>			
Name: <b>Student Name</b>		Supervisor name: <b>Supervisor name</b>	
Date:	Item:	Quantity remaining: (Measure in ml or L in liquid)	Quantity required: (Min stock level to be ordered)
7/7/2022	Swabs	5 packets	3 packets
7/7/2022	Sterile saline	5 bottles – Total 5L	10 bottles – 10L
7/7/2022	Kibble	26KG	Nil
7/7/2022	Latex Gloves - M	None	5 packets
7/7/2022	F10 SC	20L	Nil

## Assessment checklist:

Students must have completed all questions and activities within this assessment before submitting. This includes:

<b>Module 1: ACMGEN201 – Work in the animal care industry</b>		
1	Activity 1A: Submitted workplace procedure document/s <input type="checkbox"/> Hygiene protocols <input type="checkbox"/> Security protocols <input type="checkbox"/> Enrichment procedure <input type="checkbox"/> Feeding and watering procedures <input type="checkbox"/> Work health and safety procedures (including any safety checklists) <input type="checkbox"/> Cleaning and maintenance procedures of animal housing	<input type="checkbox"/>
2	Activity 1B: Recording 1 – Provide enrichment to companion animal 1	<input type="checkbox"/>
3	Activity 1B: Recording 2 – Feed and water companion animal 2	<input type="checkbox"/>
4	Activity 1B: Recording 3 – Clean, setup and maintain animal housing for companion animal 3	<input type="checkbox"/>
5	Activity 2: Identified <b>seven (7)</b> common animals and described their identifiable characteristics in the table	<input type="checkbox"/>
6	Activity 3: Identified behaviour and temperament of 2 animal species using the table	<input type="checkbox"/>
7	Activity 4: Work schedules and reporting – answered five (5) short answer questions (a-e)	<input type="checkbox"/>
<b>Module 2: BSBCMM211 – Apply communication skills</b>		
1	Activity 1: Recording (audio & video) of 3-5 minutes demonstrating communication with supervisor	<input type="checkbox"/>
2	Activity 2: Recording for Situation 1 - to demonstrate verbal/non-verbal communication with stakeholder 1	<input type="checkbox"/>
3	Activity 2: Recording for Situation 2- to demonstrate verbal/non-verbal communication with stakeholder 2	<input type="checkbox"/>
4	Activity 3: Written communication – submitted draft documents <input type="checkbox"/> BSBCMM211_Email_draft <input type="checkbox"/> BSBCMM211_SMS_draft <input type="checkbox"/> BSBCMM211_Brochure_draft	<input type="checkbox"/>
5	Activity 3: Written communication - screenshot of the email sent to supervisor with attached draft documents.	<input type="checkbox"/>
6	Activity 4: Seek feedback – submitted revised documents <input type="checkbox"/> BSBCMM211_Email_final <input type="checkbox"/> BSBCMM211_SMS_final <input type="checkbox"/> BSBCMM211_Brochure_final	<input type="checkbox"/>
7	Activity 4: Seek feedback - screenshot of the email received from supervisor with feedback on finalised documents	<input type="checkbox"/>
<b>Module 3: ACMWHS201 – Participate in workplace health and safety processes</b>		
1	Activity 1 (ACMGEN201, Activity 1B): Recording 1 – Provide enrichment to companion animal 1	<input type="checkbox"/>
2	Activity 1 (ACMGEN201, Activity 1B): Recording 2 – Feed and water companion animal 2	<input type="checkbox"/>
3	Activity 1 (ACMGEN201, Activity 1B): Recording 3 – Clean, setup and maintain animal housing for companion animal 3	<input type="checkbox"/>
4	Activity 2: Documented identified hazards. <input type="checkbox"/> Animal care task 1: Enrichment activity <input type="checkbox"/> Animal care task 2: Feeding and watering activity <input type="checkbox"/> Animal care task 3: Cleaning, setting up and maintenance of animal housing activity	<input type="checkbox"/>

5	Activity 3: Completed incident report form	<input type="checkbox"/>
6	Activity 4: Recording (audio & video) of workplace health and safety meeting roleplay	<input type="checkbox"/>
<b>Module 4: ACMSUS201 Participate in environmentally sustainable work practices</b>		
1	Activity 1: Short answer questions	<input type="checkbox"/>
2	Activity 2: Short answer questions	<input type="checkbox"/>
3	Activity 3: Short answer questions	<input type="checkbox"/>
4	Activity 4: Short answer questions	<input type="checkbox"/>
5	Activity 5: Short answer questions	<input type="checkbox"/>
<b>Module 5: Handle companion animal safely and follow infection control guidelines</b>		
1.	Activity 1: (M1 Handling Animals – Recording 3)	<input type="checkbox"/>
2.	Activity 2: Recording 1 – Contagious and/or Zoonotic disease	<input type="checkbox"/>
3.	Activity 2: Recording 2 – Any disease	<input type="checkbox"/>
4.	Activity 2: Recording 3 – Any disease	<input type="checkbox"/>
<b>Module 6: ACMGEN202 – Complete animal care hygiene routines</b>		
1	Activity 1: Recording – Prepare for work	<input type="checkbox"/>
2	Activity 2: (Module 1: Activity 1B) Recording 3 Clean, setup and maintain animal housing for companion animal	<input type="checkbox"/>
3	Activity 3: Recording – Maintaining animal housing	<input type="checkbox"/>
4	Activity 4: Recording – Grooming companion animals	<input type="checkbox"/>
5	Activity 5: Recording – Post- hygiene clean up	<input type="checkbox"/>
6	Activity 6: 3 Short answer questions	<input type="checkbox"/>
7	Activity 7: Inventory Sheet	<input type="checkbox"/>

✓  
 Congratulations you have reached the end of Portfolio Assessment

