



**TSA2001A**

# **ACM20121 Certificate II in Animal Care**

## **Structured Workplace Learning and Assessment**

### **Interview Questionnaire 1 of 2**

Module 1: ACMGEN201 Work in the animal care industry

Module 2: BSBCM211 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 suits 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.



This document is provided for the students' information only so that students may prepare for the Final Interview. The student will answer the questions captured in the Final Interview with the Assessor directly at which time the Assessor will complete this form on their behalf.

The student does not need to submit this document as part of their performance evidence.



Please consider the environment before printing this document.

# Structured Workplace Learning and Assessment

## Interview Questionnaire 1

### ACM20121 Certificate II in Animal Care

#### Contents

Interview Questionnaire.....	4
Section A: Student Details .....	4
Section B: Assessor Details .....	4
Section C: Host Organisation Details .....	4
Section D: Units of Competency (UoC).....	5
The Course.....	5
Section E: Introduction Interview Session.....	6
Introduction Interview.....	6
Section F: Check-in Interview Session .....	8
Check-in Interview.....	8
Section G: Final Interview Session.....	10
Final Interview .....	10

## Interview Questionnaire

This interview questionnaire outlines the interview check in process and information captured by the Assessor from the Student and the Workplace Supervisor.

This document is completed by the Assessor on behalf of the student and is used to record the Student and Supervisor interview check ins and are provided here for transparency.

### 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: Units of Competency (UoC)

### The Course

The Certificate II in Animal Care course includes the following Units of Competency. SWLA modules are flagged in the table below.

MODULE	UNIT CODE	UNIT TITLE	LEARNING	ASSESSMENT	TOTAL SWLA HOURS
<b>BLOCK 1</b>					
(Commenced in Module 7)					
1	ACMGEN201	Work in the animal care industry	7	3	10
2	BSBCMM211	Apply communication skills	6	2	8
3	ACMWHS201	Participate in workplace health and safety processes	6	2	8
4	ACMSUS201	Participate in environmentally sustainable work practices	6	2	8
5	ACMINF201	Handle companion animals safely and follow infection control guidelines	7	3	10
6	ACMGEN202	Complete animal care hygiene routines	7	3	10
<b>BLOCK 2</b>					
(Completed in Module 14)					
8	ACMGEN203	Feed and water animals	6	2	8
9	ACMBEH302	Provide enrichment for animals	6	2	8
10	ACMGEN204	Assist in health care of animals	6	2	8
11	ACMGEN309	Provide basic animal first aid	7	3	10
12	ACMGEN310	Provide reception services for an animal care facility	6	2	8
13	ACMGEN205	Source and provide information for animal care needs	6	2	8

## Section E: Introduction Interview Session

The first interview session is conducted prior to the Student entering the work placement. This is an open conversation that will address the following topics:

- How the SWLA process will work
- The role of all parties, including:
  - The Assessor
  - The Student
  - The Workplace Supervisor
- The check in process and schedule with the Assessor
- Where to go if Students or Workplace Supervisors have any questions
- Confirmation of the scheduled Check-in Interview

### *Introduction Interview*

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Introduction Interview Notes:			
Check-in Interview Scheduled			

## THE WORKPLACE SUPERVISOR

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Introduction Interview Notes:			
Check-in Interview Scheduled			

## Section F: Check-in Interview Session

The second interview session is conducted once the student is settled in and completing their SWLA process. This is an open conversation that will address the following topics:

- How the SWLA process is working for all parties
- If any of the parties have any questions or concerns
- Confirmation of the schedule for completion of the SWLA
- Confirmation of the scheduled Final Interview

### *Check-in Interview*

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			



## THE WORKPLACE SUPERVISOR

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

## Section G: Final Interview Session

The final interview session is conducted once the student has completed their SWLA and all associated assessments (SWLA Portfolio). This is a mix of an open conversation and specific questions that will confirm the student experience.

The Final Interview Questions are outlined below and it is recommended that the Student and the Workplace Supervisor review these questions prior to the session so that they may consider their answers.

### Final Interview

THE STUDENT	
Student Name:	Date:
Assessor Name:	Method of communication:
Final Interview Notes:	
MODULE 1: ACMGEN201 – Work in the animal care industry	
1. How have you complied with industry and workplace specific management structures and lines of reporting?	Answers should include who they report to in the workplace.
2. Tell me about your work schedule and how you followed it.	Answers should include the day to day routine/list of tasks and how the student followed this.

3. How did you identify and follow workplace confidentiality policies and procedures?	Answers should include asking supervisor and an explanation of how they followed the procedures. Answers will differ depending on the workplace procedure.
4. How did you contribute positively to the quality, productivity and effective teamwork in the workplace?	
<b>MODULE 2: BSBCMM211 – Apply communication skills</b>	
1. Tell me about a situation where you used verbal and non-verbal skills to seek and share information in the workplace.	<p>Answer must include at least one verbal and one non-verbal communication that was used in the workplace to seek information.</p> <p>Examples of verbal:</p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Conversations with supervisor</li> </ul> <p>Examples of non-verbal:</p> <ul style="list-style-type: none"> <li>- Written requests</li> <li>- Written notes</li> <li>- Emails</li> <li>- Text messages</li> </ul>
<b>MODULE 3: ACMWHS201 – Participate in workplace health and safety processes</b>	
1. How did you locate and interpret information on workplace health and safety related to your work area?	<p>Answers could include 1 or more of the following or other as per workplace:</p> <ul style="list-style-type: none"> <li>• Policies and Procedures files (Computer and/or paper)</li> <li>• Supervisor, Head Nurse, Manager verbal instructions</li> <li>• Intranet</li> <li>• Posters</li> <li>• Induction package</li> </ul>
2. What were your health and safety responsibilities in the workplace (main tasks and boundaries of your own role)?	<p>Answers could include the following or other as per workplace and student's role within workplace:</p> <ul style="list-style-type: none"> <li>• Work safely as to not damage work equipment.</li> <li>• Use equipment and products as per manufacturer's instructions.</li> <li>• Handle chemicals and drugs safely.</li> </ul>

	<ul style="list-style-type: none"> <li>• Store chemicals and drugs as per manufacturer's instructions.</li> <li>• Report any hazards, illnesses, or injuries.</li> <li>• Take reasonable care for my own health and safety, for example, use personal protective equipment if provided.</li> <li>• Take reasonable care for the health and safety of others.</li> <li>• Comply with any reasonable instructions, policies and procedures provided by the employer, business or WHS representative.</li> <li>• Report any unsafe practices or equipment.</li> </ul>
3. What pre-start check would you carry out to assure your safety prior to handling an animal?	<p>Answers could include one or more of the following or others as per workplace:</p> <ul style="list-style-type: none"> <li>• Assess animals' behaviour.</li> <li>• Check animals' cage card, chart, history, or any other communication for notification of animal's temperament / behaviour.</li> <li>• Check PPE and restraints for signs of damage, weakness, or any other reason it may fail its normal functions and put self, others, or animal at risk.</li> <li>• Check for other animals or staff that may cause issues when handling this animal.</li> <li>• Check for any structures, equipment, or machinery that may cause issue when handling this animal.</li> <li>• All equipment is in good working order.</li> </ul>
4. Give me an example of when you followed infection control procedures to ensure safety.	<p>Answers could include the following or others as per workplace:</p> <ul style="list-style-type: none"> <li>• PPE before handling infectious animal/chemical/drug</li> <li>• Handwashing before and / or handling animal/chemical/drug</li> <li>• PPE for entering isolation</li> <li>• Disposal of biological waste / contaminated waste</li> <li>• Disinfection of area/cage/equipment</li> <li>• Increased dilution rate of disinfectant as response of infectious animal</li> <li>• Quarantine of animal due to suspect or diagnosed contagious disease</li> </ul>
5. How would you report an incident/injury that has occurred in your workplace?	<p>Answers MUST include as a minimum:  Report verbal to Supervisor or someone in charge  Complete accident/incidence form</p>
6. How did you identify your own levels of stress and fatigue in the work to ensure you worked safely and sustainably?	<p>Answers could include any of the following or others:</p> <ul style="list-style-type: none"> <li>• Chest pain / pounding heart.</li> <li>• Fatigue.</li> </ul>

	<ul style="list-style-type: none"> <li>• Nausea, diarrhoea or constipation.</li> <li>• Low immune system - catching colds easily.</li> <li>• Muscle tension and/or headaches.</li> <li>• Fast, shallow breathing and/or excessive sweating.</li> <li>• Appetite changes.</li> <li>• Sleep disturbances.</li> <li>• Feeling overwhelmed or frustrated.</li> <li>• Feeling guilty or unhappy.</li> <li>• Crying regularly.</li> <li>• Being irritable.</li> <li>• Losing confidence and/or being indecisive.</li> <li>• Negative thinking.</li> <li>• Racing thoughts, especially at night that prevent you from sleeping.</li> <li>• Memory problems.</li> <li>• Excessive worrying.</li> </ul>
<p>7. How did you contribute to improving workplace health and safety systems and processes? Give two examples.</p>	<p>Student should include two examples where they contributed to improving WHS systems or processes:</p> <ul style="list-style-type: none"> <li>• Change in a policy/procedure to make a work process safer</li> <li>• Suggested topics for training of staff</li> <li>• Suggested or introduced new equipment or machinery to make a task safer</li> <li>• Identified a need for a change in process or equipment/machinery</li> </ul>
<p>8. If a fire was to occur in your workplace, what is the procedure for evacuation?</p>	<p>If there is a fire or other type of emergency that requires an emergency evacuation the following six steps should be observed:</p> <ol style="list-style-type: none"> <li>1. Remain calm - Do not panic, this doesn't achieve anything and can scare others.</li> <li>2. Alert others - Verbally advise others and/or set off the fire alarm.</li> <li>3. Call 000 - Advise them of the type of emergency. The fire brigade will probably be the main responder, they deal with fire, bomb threats and toxic spills / hazardous waste. However, the police or an ambulance may also be required.</li> <li>4. Safely contain or control the situation (if possible) - If the situation is a fire then close doors or uses fire extinguishers, only if it is safe to do so.</li> <li>5. Evacuate calmly - If there is smoke in the vicinity stay low, cover nose and mouth. Inform others of the need to evacuate. If your workplace has one, follow the directions of the Fire Warden / Marshall. These people are</li> </ol>

	<p>specially trained in emergency evacuations and have the responsibility to ensure everyone in the building gets out safely and is accounted for.</p> <p>6. Assemble at a designated area - Wait for the emergency services, they will advise when it is safe to re-enter the building.</p>
<p>9. Identify two emergency situations that could occur in the workplace. How would you respond to these emergencies?</p>	<p>Student must give 2 examples and how to respond to them. Examples may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Extreme weather including flooding, and bushfires. (Some of these emergencies are predicted and you will be notified of whether you are required to evacuate)</li> <li>• Toxic chemical leaks and spills, including gas</li> <li>• Bomb threats</li> <li>• Explosions</li> <li>• Internal Fire</li> <li>• Structural collapse.</li> </ul> <p>If there is a <b>fire or other type of emergency that requires an emergency evacuation</b> the following six steps should be observed:</p> <ol style="list-style-type: none"> <li>1. Remain calm - Do not panic, this doesn't achieve anything and can scare others.</li> <li>2. Alert others - Verbally advise others and/or set off the fire alarm.</li> <li>3. Call 000 - Advise them of the type of emergency. The fire brigade will probably be the main responder, they deal with fire, bomb threats and toxic spills / hazardous waste. However, the police or an ambulance may also be required.</li> <li>4. Safely contain or control the situation (if possible) - If the situation is a fire then close doors or use fire extinguishers, only if it is safe to do so.</li> <li>5. Evacuate calmly - If there is smoke in the vicinity stay low, cover nose and mouth. Inform others of the need to evacuate. If your workplace has one, follow the directions of the Fire Warden / Marshall. These people are specially trained in emergency evacuations and have the responsibility to ensure everyone in the building gets out safely and is accounted for.</li> <li>6. Assemble at a designated area - Wait for the emergency services, they will advise when it is safe to re-enter the building.</li> </ol> <p>If you receive a <b>bomb threat</b> via the telephone, follow these guidelines:</p> <ul style="list-style-type: none"> <li>• Keep the caller talking (do not hang up) as this may assist in tracing the call.</li> <li>• Remain calm and do not say or do anything that may encourage irrational behaviour.</li> <li>• Notify a colleague or your supervisor as soon as possible and have them call 000.</li> </ul>

- Take notes of exact words or phrases that the caller uses. The time of the call. Any information that they provide such as when the detonation is supposed to happen. Identifying features of the caller (gender, approximate age, accent, background noises, etc).
- Switch off mobile phones and ensure others in the workplace do the same, they can be used as remote detonators.
- Check the immediate work area and public areas for any suspicious packages or bags.
- Do not evacuate unless your manager / supervisor or the police/fire personnel advise you to do so.

In the event of a **hold-up**

- Do what you are told, no more, no less.
- Try to memorise the details of the offender, including their vehicle. Write these details down as soon as you get the opportunity.
- If the workplace has a duress alarm activate it as soon as it is safe to do so.
- As soon as the offender leaves, lock the doors and cease trading, ask any customers that were present at the time of the hold-up to remain behind as witnesses.
- Ring 000 and ask for the police.
- Do not touch anything, isolate the areas the offender has been and do not contaminate the crime scene.

In the event of **weather emergencies**:

- Notify Supervisor
- Help organise housing arrangements for animals
- If needed: Contact 000 for immediate emergencies or State Emergency Service (SES).

In the **event of an injury** the following steps must be taken to prevent further injury to staff and animals:

- Secure the animal (or get someone with the correct knowledge to assist if you are unable to do this).
- For minor cuts, scrapes or bites bathe the affected area with an antiseptic solution (such as iodine). Note: Do not bathe or wash the site of a venomous snake bite or a major wound that has an open laceration, leave that for medical experts.
- Apply basic first aid, such as dressings to control bleeding.
- Seek medical advice or assistance for more serious injuries.
- Notify your supervisor of the injury and complete a workplace incident report form
- If bitten you should seek medical attention as bites can cause serious infections.

### **Cardiac arrest/heart attack**

Perform the DRSABCD emergency response process by:

- **Danger** - Check for any immediate danger to yourself, the victim or others.
- **Response** - Check if the victim responds to a stimulus, call their name and touch them gently.
- **Send** for help - Get someone to call 000 and request an ambulance, or if you are alone with the victim then do so yourself (put the phone on speakerphone).
- **Airway** - Check the victim's airway is clear, items such as false teeth, vomit and food items can create blockages.
- **Breathing** - Is the victim breathing? If not, then commence mouth-to-mouth resuscitation.
- **Circulation** - Does the victim have a pulse/heartbeat? If not, then commence Cardio Pulmonary Resuscitation (CPR).
- **Defibrillation** - If your workplace has a defibrillation device then you can utilise it to regulate the heart rhythm, follow the voice prompts on the device.

### **Electric shock**

Do not touch anyone who has received an electric shock until the power supply has been cut off at the mains. Often someone who has been electrocuted will need to be resuscitated.

### **Allergic reaction**

People who tend to suffer these types of medical emergencies will often have an auto-injector of medicine (known as an EpiPen) or your workplace first aid kit may contain one. Follow the administration instructions on the EpiPen.

### **Burns**

Run the wound under cold water for around twenty minutes. Carefully remove any clothing (unless the fabric is stuck to the skin, in this case, leave it) and cover the wound with a clean, dry dressing. Seek medical attention for any burn that is larger than a twenty-cent piece or if it is oozing or extremely painful after basic treatment. Provide immediate and effective first aid to workers or others who have been injured or become ill in the workplace.

### **Major Incident**

Major incidents are so defined in the event of a highly toxic substance that is uncontrollably being released into the work environment such as a gas leak, fumes and smoke.



	<p>Do not touch any hazardous substance or approach the immediate area. Instead, try to seal off the area by closing doors.</p> <p>Protect yourself with adequate personal protective equipment, which may include ventilation equipment.</p> <p>Raise the alarm and call 000, advise them of the nature of the incident and the type of substance involved.</p> <p>Evacuate persons not involved in the contamination response.</p> <p>If it is safe to do so, also evacuate animals, although only if they are at immediate risk of injury or illness. If they are contained in another room or area, it may be safer to leave them where they are.</p> <p>Follow the directions of emergency personnel.</p>
<p>10. Give me an example of how you would report an emergency situation to your workplace supervisor?</p>	<ol style="list-style-type: none"> <li>1. Verbally to the workplace supervisor / fire warden / team leader</li> <li>2. Complete an incident report as per workplace procedures</li> </ol>
<p><b>MODULE 4: ACMSUS201 – Participate in environmentally sustainable work practices</b></p>	
<p>1. Please provide two (2) examples of when you (student) followed policies and procedures to comply with environmental legislation during everyday tasks.</p>	<p>Student needs to provide the following:</p> <ul style="list-style-type: none"> <li>• two (2) examples of compliance with environmental legislation (answers may vary according to state/territory the student is completing work or work placement in AND the facility in which work, or work placement is completed).</li> </ul> <p>Student has given examples of when they had completed two (2) of the following in the workplace, according to environmental legislation:</p> <ul style="list-style-type: none"> <li>• disposed of waste (sharps, clinical waste, biological waste)</li> <li>• disposed of chemicals, medications, and preventative health products</li> <li>• used chemicals.</li> </ul>
<p>2. Please provide two (2) examples of when you (student) reported breaches or potential breaches of environmental legislation, including situation, who and how you reported them.</p>	<p>The student needs to provide the following:</p> <ul style="list-style-type: none"> <li>• two (2) examples of student reporting a breach or potential breach of environmental legislation, to whom they reported (for example, supervisor, team leader, veterinarian, head nurse) and how (written, verbal) (answers may vary according to the facility in which work, or work placement is completed).</li> </ul> <p>Some examples include:</p> <ul style="list-style-type: none"> <li>• incorrect waste disposal (sharps, clinical waste, biological waste)</li> </ul>

	<ul style="list-style-type: none"> <li>• incorrect disposal of chemicals</li> <li>• incorrect use of chemicals.</li> </ul> <p><b>Note:</b> If breaches did not occur, the student is to provide relevant examples, according to sample answers above, where breaches <i>could</i> realistically occur. Provided answers need to reflect the characteristics described in the provided exemplar answer.</p>
<p>3. Please provide two (2) examples of when you (student) followed workplace plans to improve environmental practices and resource efficiency.</p>	<p>The student needs to provide the following:</p> <ul style="list-style-type: none"> <li>• two (2) examples of when/how student followed workplace plans to improve environmental practices and resource efficiency (answers may vary according to the facility in which work or work placement is completed).</li> </ul> <p>Some examples include:</p> <ul style="list-style-type: none"> <li>• improving food storage</li> <li>• improvement in reducing food waste, products, water, electricity or other resources</li> <li>• improving the use of resources such as paper, water, electricity, food, products and others.</li> </ul> <p><b>Note:</b> If student cannot provide two (2) examples where they improved environmental practices and resource efficiency, the student is to provide relevant examples, according to sample answers above, where they <i>could</i> realistically improve practices and efficiency. Provided answers need to reflect the characteristics described in the provided exemplar answer.</p>
<p><b>MODULE 5: ACMINF201 – Handle companion animals safely and follow infection control guidelines</b></p>	
<p>1. Who are the key personnel in your organisation with responsibility for infection control and biosecurity?</p>	<p>Answers could include 1 or more of the following or other as per workplace:</p> <ul style="list-style-type: none"> <li>• Workplace supervisor</li> <li>• Head Nurse</li> <li>• Practice Manager</li> <li>• Veterinarian</li> <li>• Kennel Manager</li> </ul>

<p>2. Name 4 common risks relating to infectious and zoonotic diseases relevant to companion animals</p>	<p>Answers could include 4 of the following:</p> <ul style="list-style-type: none"> <li>• Zoonotic diseases being spread to humans (Employees and/or visitors)</li> <li>• Ringworm</li> <li>• Toxoplasmosis</li> <li>• Scabies</li> <li>• Leptospirosis</li> <li>• Roundworm</li> <li>• Tapeworm</li> <li>• Salmonella</li> <li>• Q fever</li> <li>• Hendra Virus</li> <li>• Avian influenza</li> <li>• Giardia</li> <li>• Cat scratch disease</li> <li>• Psittacosis</li> <li>• Avian Tuberculosis</li> <li>• Staphylococcus intermedius</li> <li>• Brucellosis</li> </ul>
<p>3. Describe the procedures for cleaning and disinfecting one species of animal environment in your workplace.</p>	<p>Answers will vary depending on the area that has been chosen and workplace procedures. Candidates must include:</p> <ul style="list-style-type: none"> <li>• removal of animals and transporting to a holding cage (if applicable)</li> <li>• removal of biological waste, bedding, toys, bowls (if applicable to area chosen)</li> <li>• use of detergent (If applicable)</li> <li>• use of disinfection including dilution and contact time</li> <li>• disposal of rubbish</li> <li>• pieces of equipment that they are using and how they are using them</li> </ul>
<p>4. The 8-year-old Siamese housed at your facility in a room with 2 other cats, develops a sneeze with nasal discharge overnight. If you were in this scenario, how</p>	<p>Answer must include:</p> <ul style="list-style-type: none"> <li>• isolation of the 8-year-old Siamese cat</li> <li>• disinfection of all cages, bowls, and surroundings of where the Siamese was housed</li> </ul>

could you prevent further spread of a potential contagious disease?	
5. How would you clean a mop that you have just used?	<p>Answer will differ depending on workplace procedures but should reflect one of the following:</p> <ul style="list-style-type: none"> <li>• Mop head is removed and is washed in the washing machine with suitable disinfectant</li> <li>• Mop head it removed and soaked in disinfectant before rinsing</li> <li>• Disposable mop head is removed and disposed of</li> </ul>
6. What does the term zoonosis mean and provide one example you may see in your organisation.	<p>Part one: Zoonosis definition Candidate answer must reflect the following:</p> <ul style="list-style-type: none"> <li>• A disease that is transferable from animal to human</li> </ul> <p>Part two: Example Candidate answer will vary but should reflect one of the following:</p> <ul style="list-style-type: none"> <li>• Ringworm</li> <li>• Toxoplasmosis</li> <li>• Scabies</li> <li>• Leptospirosis</li> <li>• Roundworm</li> <li>• Tapeworm</li> <li>• Salmonella</li> <li>• Q fever</li> <li>• Hendra Virus</li> <li>• Avian influenza</li> <li>• Giardia</li> <li>• Cat scratch disease</li> <li>• Psittacosis</li> <li>• Avian Tuberculosis</li> <li>• Staphylococcus intermedius</li> <li>• Brucellosis</li> </ul>
7. How can diseases be transmitted from animals to humans?	<p>Answers must reflect the following:</p> <ul style="list-style-type: none"> <li>• Poor personal hygiene including a lack of hand washing</li> </ul>

	<ul style="list-style-type: none"> <li>• Not wearing PPE</li> <li>• Four modes of transmission – Via indirect or direct contact, droplet or vector.</li> </ul>
8. How can diseases be transmitted from animal to animal?	<p>Answer must reflect the following:</p> <ul style="list-style-type: none"> <li>• animals not being isolated</li> <li>• four modes of transmission – Via indirect or direct contact, droplet or vector.</li> </ul>
9. What are the common signs of feline panleukopenia?	<p>Answers must reflect the following:</p> <ul style="list-style-type: none"> <li>• loss of appetite</li> <li>• extreme lethargy</li> <li>• vomiting</li> <li>• fever</li> <li>• diarrhoea (sometimes bloody)</li> </ul>
10. What are the common signs of canine infectious respiratory disease complex (canine cough)	<p>Answers must reflect the following:</p> <ul style="list-style-type: none"> <li>• a strong cough, often with a “honking” sound (this is the most obvious symptom)</li> <li>• runny nose, sneezing</li> <li>• lethargy</li> <li>• loss of appetite</li> <li>• low fever</li> </ul>
11. What are some signs or symptoms you would expect to see if a cat had fleas?	<p>Answers must reflect the following:</p> <ul style="list-style-type: none"> <li>• skin damage</li> <li>• itchiness</li> <li>• skin irritation</li> <li>• infection</li> <li>• anaemia (blood loss)</li> <li>• visual of fleas on body</li> </ul>
12. What are the common signs of Hookworm infestation in a puppy?	<p>Answers must reflect the following:</p> <ul style="list-style-type: none"> <li>• diarrhoea often (with blood and mucous)</li> <li>• anaemia</li> <li>• lethargy</li> </ul>

13. What disinfectant is used at your facility for general cleaning? At what concentration and contact time should it be used for general cleaning?	<p>Answer will vary depending on what disinfectant is used in the workplace. Answers could include:</p> <ul style="list-style-type: none"> <li>• Safe4 – 1:100 or 1:50 – 30 minutes</li> <li>• Virkon – 1:100 – 10 minutes</li> <li>• F10 SC – 1:100 – 5 minutes</li> <li>• Trigen – 1:100 – 5 minutes</li> </ul>
14. Discuss the protocol at your facility if you suspect an animal has a contagious disease.	<p>Answer will vary depending on workplace protocol. Candidates must include:</p> <ul style="list-style-type: none"> <li>• isolating animal</li> <li>• use of disinfectant</li> </ul>
<b>MODULE 6: ACMGEN202 – Complete animal hygiene routines</b>	
1. How do you confirm your workplace responsibilities with your supervisor?	<p>Candidate answer must reflect one of the following:</p> <ul style="list-style-type: none"> <li>• Verbal conversation confirming the tasks for the day</li> <li>• Written communication confirming the tasks for the day – this could include an email or text message from your manager if they are not on shift with you</li> </ul> <p>Reviewing the roster</p>
2. Explain how you would report normal and abnormal behaviours observed in companion animals within the workplace.	<p>Candidate answer must reflect one of the following:</p> <ul style="list-style-type: none"> <li>• Verbal communication as soon as the behaviour is witnessed</li> <li>• During handover or tool-box meetings at the end of the day</li> </ul> <p>Recording on the animal's chart</p>
3. What are the four aspects of aseptic technique?	<p>Candidate answer must reflect the exemplar provided below:</p> <ol style="list-style-type: none"> <li>1. Barrier</li> <li>2. Animal and equipment preparation</li> <li>3. Environmental controls</li> </ol> <p>Contact guidelines</p>
4. Explain aseptic technique and how you would aseptically set up for a procedure in the workplace.	<p>Candidate answer must reflect the exemplar provided below:</p> <p>Aseptic technique is using practices and procedures to prevent contamination from pathogens. Strict rules must be followed to minimise the risk of infection.</p>

- PPE (sterile gloves)
- Sterile equipment
- Sterile environment

The details provided for setting up for an aseptic procedure may differ depending on the procedure the candidate is setting up for.

## THE WORKPLACE SUPERVISOR

Where the **Workplace Supervisor has completed the Third-Party Report**, you only need to confirm that they completed it and it was a true and accurate account of the students experience in the workplace.

Where the **Workplace Supervisor has NOT completed the Third-Party Report**, the final interview needs to captured their confirmation that all elements listed on the Third-Party Report have been observed by the Workplace Supervisor during the Structured Workplace Learning and Assessment (SWLA) process.

Assessor to paste a copy of the completed Third-Party Report below once confirmed with the Workplace Supervisor.

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			