



ASSESSOR GUIDE

TSA2001A

# ACM20121 Certificate II in Animal Care

## Structured Workplace Learning and Assessment

### Portfolio 2 of 2

Module 8: ACMGEN203 Feed and water animals

Module 9: ACMBEH302 Provide enrichment for animals

Module 10: ACMGEN204 Assist in health care of animals

Module 11: ACMGEN309 Provide basic animal first aid

Module 12: ACMGEN310 Provide reception services for an animal care facility

Module 13: ACMGEN205 Source and provide information for animal care needs

Version 1



## 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.



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 2

#### ACM20121 Certificate II in Animal Care

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## Portfolio

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

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

### 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:

8. ACMGEN203 – Feed and water animals
9. ACMBEH302 – Provide enrichment for animals
10. ACMGEN204 – Assist in health care of animals
11. ACMGEN309 – Provide basic animal first aid
12. ACMGEN310 – Provide reception services for an animal care facility
13. ACMGEN205 – Source and provide information for animal care needs

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. 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 8: ACMGEN203 Feed and water animals

### Activity 1: Capture video recordings of demonstrations

To demonstrate your ability to feed and water animals, you are required to record yourself caring for three (3) different animals of two (2) different species and two (2) different life stages, in an animal care workplace.

You need to **submit three (3) video recordings** – one for each animal you work with. The videos need to demonstrate your ability to feed and water animals according to their feeding plan. Each video should be approximately **8-10 minutes** long but must not exceed 15 minutes.

You also need to submit a copy of the **feeding plan** and **food stock inventory** for each animal you work with in the recordings.

### Prepare for your assessment

1. Prepare for each of your recordings by reading through the **Portfolio Supporting Evidence (docx)** and using the **Video checklists** to ensure all equipment, resources and materials you require are available and ready for you to use before you start.
2. Read the following **Observation checklists** (General assessment requirements and Demonstrated skills and competencies) to determine:
  - a. the general assessment requirements
  - b. the specific skills and competencies you need to demonstrate
  - c. the order in which you should demonstrate them in each of your recordings.
3. Ask your supervisor or a co-worker to record you performing the activity. You are required to describe your actions to the other person while they record you performing the activity.
4. Only do the following if any person other than yourself appears in your recording (additional participants). Before commencing your recording:
  - a. You must fully brief all additional participants, providing them with the context to the demonstration, an outline of the skills and competencies you intend to demonstrate and a copy of the **Observation checklist – Demonstrated skills and competencies** so that they can prepare for the recording.
  - b. You must obtain consent from all additional participants at the start of the recording. To do this, record yourself reading the following consent statement aloud at the start of the video. Record all additional participants giving their consent by saying their name and job title.

**Consent statement:**

"This demonstration is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."

**Note:** The time taken to capture consent at the start of the recording does not count towards the recording time limit.
5. Open the **Portfolio Supporting Evidence (docx)** to start your assessment.

*Assessor to complete the following table:*

**Table 1: Observation checklist – General assessment requirements**

(To be completed by the assessor when they watch the video as they conduct the assessment)

| Criteria  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)         |  |  |
|---|--|--|--|
|   | Video 1  | Video 2  | Video 3  |
| 1. Video recording location is in an animal care facility or an environment that accurately reflects a real workplace setting.  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| 2. The student uses three (3) different animals of two (2) different species and two (2) different life stages.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| 3. If the video includes additional participants, the recording starts with the Consent Statement.<br><b>Note:</b> The time taken to capture consent at the start of the recording does not count towards the recording time limit. | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 4. As the student completes each step, they provide verbal commentary explaining the critical aspects of what they are doing and the procedures they are following.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| 5. Video recording is between 8-15 minutes.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |

Assessor to complete the following table:

**Table 2: Observation checklist – Demonstrated skills and competencies**

(To be completed by the assessor when they watch the video as they conduct the assessment)

| Criteria |  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |  |
|----------|--|--|--|--|
| Task     | Part 1: Prepare for feeding the animal   | Video 1  | Video 2  | Video 3  |
| 1        | Using the feeding plan, identify the animal to be fed by stating the following details regarding the animal: <ul style="list-style-type: none"> <li>Species<br/>The student uses correct species terminology. For example, canine, feline or avian.</li> <li>Breed<br/>The student correctly identifies breed or an approximate cross breed as per feeding plan or cage card.</li> <li>Life stage<br/>The student correctly identifies the life stage appropriate to the species, for example, kitten/puppy, adult or senior.</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 2        | <ul style="list-style-type: none"> <li>Identify the food and/or food supplement if required</li> </ul>   | <input type="checkbox"/> S   | <input type="checkbox"/> S                                 | <input type="checkbox"/> S                                 |



| Criteria |   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |  |
|----------|---|--|--|--|
|          | <p>Student provides the product name in full. For example, Advance Kitten.</p> <ul style="list-style-type: none"> <li>Identify the amount to be given</li> </ul> <p>Student states the amount to be given as per feeding plan and demonstrates giving this amount. Use of units should be appropriate for the food type being given. For example, grams, cups, biscuits or piece of fruit.</p>  | <input type="checkbox"/> NYS   | <input type="checkbox"/> NYS                                   | <input type="checkbox"/> NYS                                   |
| 3        | <ul style="list-style-type: none"> <li>Demonstrate and discuss bowl selection for feeding</li> </ul> <p>Student selects an appropriate bowl for species, breed and size of animal and explain why the chosen bowl is appropriate for the animal.</p> <ul style="list-style-type: none"> <li>Ensure that the food and water containers are clean and suitable for the animal and its situation</li> </ul> <p>Student shows that they have checked bowl and that it is clean and undamaged.</p>   | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS                     | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS |
| 4        | <ul style="list-style-type: none"> <li>Wash hands</li> </ul> <p>The student washed and dried hands.</p> <ul style="list-style-type: none"> <li>Select and correctly fit the appropriate PPE</li> </ul> <p>Student discusses PPE selection and demonstrates wearing it correctly. As a minimum, student puts on a pair of food preparation gloves.</p> <p>Other PPE needed, if at all, will differ depending on the type of food prepared. For example:</p> <ul style="list-style-type: none"> <li>gowns (non-sterile)</li> <li>lab (over)coats</li> <li>apron</li> <li>scrub suits/tops</li> <li>masks/glasses.</li> </ul> <ul style="list-style-type: none"> <li>Prepare food according to the feeding plan, measuring quantities of food and food supplements accurately in grams and kilograms</li> </ul> <p>Student demonstrates the preparation of food, measuring quantities of food and food supplements for animal accurately in grams and kilograms and placing into bowls or feeding containers.</p> <ul style="list-style-type: none"> <li>Follow food safety requirements when preparing food, complying with contamination control</li> </ul> <p>Student demonstrates safe food preparation. For example, ensuring cross-contamination doesn't occur (uses correct PPE, separates food preparation surfaces and utensils for different food groups, cleans food preparation surfaces), safe knife handling, safe use of sharps, ensuring use-by dates are checked and appropriate temperature control is used. For</p> | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS                     | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS |

| Criteria |   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |  |
|----------|---|--|--|--|
|          | example, uses PPE, separate preparation areas for different food groups and disinfects food preparation surfaces.   |  |  |  |
| 5        | <ul style="list-style-type: none"> <li>Identify three (3) hazards or potential hazards to human and animal health in <b>preparation</b> of food</li> </ul> <p>Student discusses relevant hazards to humans and animals when preparing food. This will differ depending on food being prepared.</p> <p>Sample answers are provided. The student may use different wording to describe the hazards. Provided answers need to reflect the characteristics described in the provided exemplar answer.</p> <p>Hazards may include:</p> <ol style="list-style-type: none"> <li>bacteria introduction due to poor preparation techniques/cross-contamination</li> <li>heavy lifting</li> <li>sharp utensils.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>opened cans</li> <li>zoonosis</li> <li>parasites</li> <li>protozoans (giardia).</li> </ul> <ul style="list-style-type: none"> <li>Inform the supervisor if any hazards are present</li> </ul> <p>Student informs supervisor if they identify any hazards.</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| Task     | Part 2: Feed and water the animal   | Video 1  | Video 2  | Video 3  |
| 6        | <ul style="list-style-type: none"> <li>Identify three (3) hazards or potential hazards to human and animal health in the <b>distribution</b> of food</li> </ul> <p>Student discusses relevant hazards to humans and animals when giving food to the animal. This will differ depending on the animal.</p> <p>Sample answers are provided. The student may use different wording to describe the hazards. Provided answers need to reflect the characteristics described in the provided exemplar answer.</p> <p>Hazards may include:</p> <ol style="list-style-type: none"> <li>animal movement and handling</li> <li>aggressive animals</li> <li>slipping on water or food spills.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>manual handling and general food preparation, storage and distribution equipment</li> <li>organic and other dust</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |

| Criteria |  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |  |
|----------|--|--|--|--|
|          | <ul style="list-style-type: none"> <li>temperature when handling foods and when serving foods to animals</li> <li>poisoning (not cooking food correctly or contamination with chemicals)</li> <li>amounts given (too little or too much)</li> <li>excessive noise</li> <li>zoonotic diseases (not wearing the correct PPE when placing foods into cages).</li> </ul> <p>• Inform the supervisor if any hazards are present</p> <p>Student informs supervisor if they identify any hazards.</p>   |  |  |  |
| 7        | <ul style="list-style-type: none"> <li>Check food and water supplies</li> <li>Record findings. For example, if the animal has eaten its last meal, urinated or defecated.</li> </ul> <p>Student demonstrates and discusses checking food and water from previous feeding and records findings.</p> <p>Student discusses at minimum: food and water intake, urine and faeces.</p>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 8        | <ul style="list-style-type: none"> <li>Remove any uneaten food</li> </ul> <p>All uneaten food should be removed promptly to avoid any spoilage, attraction of vermin and poisoning.</p> <ul style="list-style-type: none"> <li>Provide the food and/or food supplements according to the animal's feeding plan</li> <li>Replenish water</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 9        | <ul style="list-style-type: none"> <li>Monitor the feeding process to ensure that the animal is feeding effectively</li> </ul> <p>Student demonstrates and discusses what they are observing while the animal eats.</p> <p>Changes in feeding behaviours may include:</p> <ul style="list-style-type: none"> <li>gorging</li> <li>increased water intake</li> <li>reluctance to eat</li> <li>reluctance to eat previously accepted feedstuffs.</li> </ul> <p>General observation of sick animals, weight loss, scouring and ill thrift. Observations may reveal the animal has been vomiting, regurgitating, has constipation, diarrhoea or scouring or weight loss.</p> <ul style="list-style-type: none"> <li>Observe any variations to the animal's eating and drinking patterns</li> </ul> <p>Student discussed any changes they observed.</p> <ul style="list-style-type: none"> <li>Record observations and inform the supervisor if needed</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |

| Criteria |   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |  |
|----------|---|--|--|--|
|          | Student demonstrates recording of feeding and notifies supervisor if any abnormal behaviours or physical abnormalities are observed.  |  |  |  |
| Task     | Part 3: Complete the feeding and watering process   | Animal 1   | Animal 2   | Animal 3   |
| 10       | <p>Follow food safety requirements when storing food, maintaining the required temperature and complying with contamination control</p> <p>Student demonstrates and discusses how to correctly store unused food. This will vary according to the types of food.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Canned: keep covered, labelled with date opened, and then refrigerated.</li> <li>• Fresh meat: keep covered, labelled and refrigerated or frozen.</li> <li>• Fresh fruit: keep stored in the fridge. If cut it is to be covered.</li> <li>• Kibble: keep in an airtight container or sealed bag, stored at room temperature.</li> <li>• Hay: can be stored indoors or outdoors with a cover. Cover can be a tarp. Small amounts of loose hay can be stored in clip-lock bags or airtight containers.</li> <li>• Birdseed: small mammal pellets can be stored in an airtight container or sealed bag at room temperature.</li> </ul> | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS                     | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS |
| 11       | <ul style="list-style-type: none"> <li>• Clean and store the feeding equipment and supplies</li> <li>• Clean preparation area</li> </ul> <p>Student demonstrated and discussed how they cleaned all utensils and surfaces after feeding is completed.</p> <ul style="list-style-type: none"> <li>• All feeding equipment is to be cleaned with a scrubbing brush in hot water with dishwashing detergent or an appropriate hospital-grade cleaning agent.</li> <li>• Drying equipment can be either with a cloth or paper towel or it may be allowed to air dry.</li> <li>• Before storing any feeding equipment, the student must ensure that it is completely dry and free from contaminants.</li> <li>• Feeding equipment should be stored in a cupboard protected from anything that can contaminate it. For example, dust, dirt, water splashed and urination.</li> </ul>  | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS                     | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS |
| 12       | Record the food and the food supplement stock levels using the <b>Feeding plans and stock inventories</b> in the <b>Portfolio Supporting Evidence (docx)</b> , and report these to the supervisor   | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS                     | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><br><input type="checkbox"/> NYS |

Module 9: ACMBEH302 Provide enrichment for animals

**ACTIVITY 1: ANIMAL BEHAVIOUR**

To complete this activity, you are required to observe, record and report on the behaviour of two different animals' behaviour. These animals must be two different species (e.g., a dog and a cat). You must video record yourself observing, recording and reporting the behaviours to your supervisor.

Instructions for recording:

1. This activity will need to be performed twice (2 times). You must use two different species. One recording for each species should be provided for your assessor to grade.

**Recording 1:** species 1

**Recording 2:** species 2

2. 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.

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

4. The recording should commence once you start observing the animal's behaviour.

5. For each video recording, ensure that you,

- o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
- o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
- o explain the critical aspects of what you are doing and what procedures you are following
- o demonstrate the use of resources, equipment, and materials as appropriate for the work task
- o 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 and Recording 2**) and ensure that all equipment, resources, and materials are made available to you in advance.
- o 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       |
|-------------------------------|--|-------------------|
| <b>Demonstration activity</b> | <b>Species 1:</b>  | <b>Species 2:</b> |
| 1. Animal identification:     | Use appropriate industry terminology to identify the species for the recording including the common name and age of the animal.  |                   |
| 2. Observe animal behaviour:  | From a distance, observe and note the animal's behavioural characteristics, temperament traits and indicators of normal and undesirable or maladaptive behaviour of the animals. |                   |
| 3. Record animal behaviour:   | Record the behaviours observed according to workplace policies.<br><i>Note: This may be on their cage card or on their permanent record.</i>                                     |                   |

| Recording #                               | Recording 1   | Recording 2 |
|---|---|-------------|
| 4. Compare animal behaviour:              | Compare the animal's behaviour to the normal behaviours of this species.  |             |
| 5. Maladaptive or undesirable behaviours: | Identify and record maladaptive or undesirable behaviours<br>Note: If the animal you are observing is not demonstrating any maladaptive or undesirable behaviours, please provide an example of a possible maladaptive or undesirable behaviour for this species. |             |
| 6. Reporting to your findings:            | Report your findings to your supervisor making sure you highlight any maladaptive or undesirable behaviours.  |             |

**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  |
| 1.   | The student,<br><input type="checkbox"/> Used two different animals of two different species in the recordings.<br><br>Recording 1: species:<br>Recording 2: species:   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |  |
| 2.   | The student,<br><input type="checkbox"/> Used appropriate industry terminology to identify the animal in the recording including<br>- common name<br>- age  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 3.   | The student,<br><input type="checkbox"/> Observed and noted the animal's behaviour<br><input type="checkbox"/> Observed and noted the animal's temperament traits   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 4.   | The student,<br><input type="checkbox"/> Identified the workplace procedure for documenting behaviours<br><input type="checkbox"/> student followed this procedure and correctly recorded the behaviours they had witnessed | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 5.   | The student,<br><input type="checkbox"/> Compared the animal's behaviour to the normal behaviours of this species.  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><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  |
| 6.   | The student,<br><input type="checkbox"/> Observed and noted any maladaptive or undesirable behaviours<br><input type="checkbox"/> Gave an example of a maladaptive or undesirable behaviour if the animal wasn't demonstrating any | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 7.   | The student,<br><input type="checkbox"/> Reported the behaviour findings to the supervisor<br><input type="checkbox"/>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| <b>COMMENTS</b><br>(Assessor to add comments related to the achievement of the observation requirements above)   |  |  |  |
| <b>Recording 1 (Species 1) comments:</b>   |  |  |  |
| <b>Recording 2 (Species 2) comments:</b>   |  |  |  |

#### ACTIVITY 2: RECOGNISING STRESS

In this activity, you'll be required to observe animals in the workplace and record signs of stress demonstrated by these animals. You must identify at least 3 signs of stress demonstrated by animals in the workplace.

Please complete the table below by listing 3 signs of stress identified in 3 animals. Provide a possible stressor that could be causing the animal to demonstrate these signs of stress.

[word count: 15-20 words]

| Species/animal | Signs of stress identified | Possible stressor |
|----------------|----------------------------|-------------------|
|                |                            |                   |
|                |                            |                   |

*Add more lines as required.*

### ACTIVITY 3: DEVELOPING ENRICHMENT STRATEGIES

Using the two animals from activity 1, you are required to prepare a long-term enrichment strategy for each. The enrichment strategy must be environmental and behavioural.

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

- Work health and safety procedures (including any safety checklists)
- Safe animal handling
- Animal welfare



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 9\_Activity 1\_Hygiene protocols" "Mod9\_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:** Develop 1 long-term and 1 short-term enrichment strategy for each animal from activity 1. You must prepare these enrichment items in line with the workplace health and safety and animal welfare procedures.

Provide details of each enrichment below including:

- a. A description of the enrichment
- b. Materials needed for the enrichment
- c. How & when it will be implemented

[word count: 500 words each]

| Species 1: Long-term enrichment | Species 1: Short-term enrichment |
|---------------------------------|----------------------------------|
|                                 |                                  |
| Species 2: Long-term enrichment | Species 2: Short-term enrichment |
|                                 |                                  |

**Task C:** Answer the following short answer questions based on the enrichment programs you chose for each species.

**Q1.** Identify possible adverse reactions of enrichment programs.

**A.**

**Q2.** How could you modify the enrichment strategies to reduce the likelihood of these adverse reactions?

**A.**

### ACTIVITY 4: IMPLEMENTING ENRICHMENT STRATEGIES



For this activity, you are required to implement the four enrichment programs you developed in Activity 3B. You are required to video record yourself setting up and providing the enrichment strategy to each animal. Each enrichment program should be 1 video.

**Instructions for recording:**

6. 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.
7. Each video should be uploaded individually and clearly labelled. E.g. Activity4\_recording1, Activity4\_recording2, Activity4\_recording4.
8. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
9. The recording should commence once you start observing the animal's behaviour.
10. For each video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o 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 4B: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - o 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 3 - Activity 4: Instructions for recordings (for Students)**

| Recording<br>Demonstration<br>activity              | Instructions for recording 1, 2, 3 & 4  |
|---|---|
| 1. Animal & enrichment identification               | Identify the animal that will be receiving the enrichment and the enrichment strategy you will be implementing.   |
| 2. Determine appropriateness of enrichment strategy | Determine and assess if the enrichment strategy chosen is appropriate for the species you are giving it to.   |
| 3. Implement the enrichment strategy                | Introduce the enrichment strategy to the animal. This needs to be done safely and according to workplace procedures.<br><br>Note: If you are changing the animal's environment, you should remove the animal first, so you can safely modify the environment. |
| 4. Observe and record                               | Observe the animal's reaction to the enrichment strategy. Record your findings according to workplace procedures.   |

|                               |   |
|-------------------------------|---|
| Recording                     | Instructions for recording 1, 2, 3 & 4  |
| <b>Demonstration activity</b> |   |
| 5. Remove and clean           | Once the animal has finished with the enrichment strategy or it requires replacing, remove it, clean it or dispose of the item before replacing it. |

**Table 4 – Activity 4B: 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  | Recording 4  |
| 1.   | The student,<br><input type="checkbox"/> identified the animal they will be implementing the enrichment strategy for including species and age<br><input type="checkbox"/> identified the enrichment strategy they will be implementing   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 2.   | The student,<br><input type="checkbox"/> discusses the suitability of the enrichment program for the chosen animal  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 3.   | The student,<br><input type="checkbox"/> safely introduces the enrichment item to the animal<br>OR<br><input type="checkbox"/> safely sets up the enrichment including the enrichment strategy<br><input type="checkbox"/> safely puts the animal in the newly set up environment   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 4.   | The student,<br><input type="checkbox"/> Observe the animal's response to the enrichment strategy<br><input type="checkbox"/> documents or records the animal's response including any adverse reactions.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 5.   | The student,<br><input type="checkbox"/> removes the enrichment item once the animal is finished or it required cleaning/replacing<br><input type="checkbox"/> cleans and disinfects the enrichment item<br>OR<br><input type="checkbox"/> disposes of the enrichment item appropriately<br><input type="checkbox"/> replaces the enrichment item | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| COMMENTS<br>(Assessor to add comments related to the achievement of the observation requirements above)          |   |  |  |  |  |

| 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 | Recording 4 |
| <b>Recording 1:</b>  |  |             |             |             |
| <b>Recording 2:</b>  |  |             |             |             |
| <b>Recording 3:</b>  |  |             |             |             |
| <b>Recording 4:</b>  |  |             |             |             |

#### ACTIVITY 5: REVIEW AND MODIFY

For this activity, you are required to video record a discussion between yourself and your supervisor. Your discussion aims to review the enrichment strategy you used in activity 4 and discuss modifications.

During the discussion you must:

11. Use open-ended questioning
12. Use active listening
13. Use paraphrasing and summarise to seek feedback from the supervisor

#### Instructions for recording:

14. 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.
15. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
16. The recording should commence once you start observing the animal's behaviour.
17. For each video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o 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.
  - o 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 5: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

| Recording                     | Instructions for recording   |
|-------------------------------|--|
| <b>Demonstration activity</b> |  |
| 1. Introduction               | Introduce yourself and your supervisor   |
| 2. Review                     | Discuss and review the enrichment strategy used to complete activity 4. Here you should discuss what worked and what didn't work. During the discussion you must:<br><br>18. Use open-ended questioning<br>19. Use active listening<br>20. Use paraphrasing and summarise to seek feedback from the supervisor |
| 3. Modifications              | Discuss possible modifications to improve the enrichment strategy.   |

| 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.   | The student,<br><input type="checkbox"/> Introduces themselves and the supervisor  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 2.   | The student,<br><input type="checkbox"/> discusses and reviews the enrichment strategy with the supervisor<br><input type="checkbox"/> Use open-ended questioning<br><input type="checkbox"/> Use active listening<br><input type="checkbox"/> Use paraphrasing and summarise to seek feedback from the supervisor | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 3.   | The student,<br><input type="checkbox"/> discuss possible modifications to improve the enrichment strategy   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| <b>COMMENTS</b><br>(Assessor to add comments related to the achievement of the observation requirements above)   |  |  |
|  |  |  |

#### ACTIVITY 6: MODIFICATIONS

For this activity, you are required to implement one of the suggested modifications discussed with your supervisor in activity 5. You will need to outline the modification and how you will implement it.

[word count: 100 words]

**Task A:** Outline the modification required for the enrichment strategy

A.

**Task B:** Provide a photo of the modified enrichment strategy

A.

#### Module 10: ACMGEN204 Assist in health care of animals

#### Overview: Demonstrate your competency in assisting in the health care of animals

##### Disclaimer:

Your selected workplace must have **access to live animals and opportunities for you to assist in their health care**. Please take into consideration that some working environments may not present this opportunity to complete this activity. In this case, you may need to find another workplace to complete your SWLA requirements for this module.

##### Overview:

To demonstrate your ability to assist in the health care of animals, you are required to provide written descriptions, photographs and videos as evidence of yourself working with three (3) live animals in an animal care workplace. The three animals must cover two (2) different species and two (2) different life stages.

To demonstrate your competency in assisting in the health care of animals, choose three (3) different health care tasks to perform, one (1) task for each animal, from the following list:

- Apply liquid topical parasite preventative
- Administer eye drops
- Administer tablets or liquid medication
- Administer water additive for birds
- Clean ears
- Brush teeth
- Apply medicated shampoo
- Apply mite spray for birds.

You will also perform one (1) first aid task on a model animal.

The particular evidence required for each of the four (4) tasks is specified in the following **Observation checklist – Demonstrated skills and competencies**.

#### Prepare for your assessment

- 1) Read the following **Observation checklists** (General assessment requirements and Demonstrated skills and competencies) and (Demonstrated skills and competencies) to determine:
  - a) the general assessment requirements
  - b) the specific skills and competencies you need to demonstrate
  - c) the specific types of evidence you need to provide for each task.
- 2) Ask your supervisor to participate in the required videos and photographs.
  - a) You must fully brief your supervisor and any additional participants, providing them with the context of the demonstration, an outline of the skills and competencies you intend to demonstrate and a copy of the **Observation checklist – Demonstrated skills and competencies** so that they can prepare for the photograph or recording.
  - b) You must obtain consent from your supervisor and any additional participants at the start of the first recording in which they appear. To do this, record yourself reading the following consent statement aloud at the start of the video. Record your supervisor and any additional participants giving their consent by saying their name and job title.  
 If the same person appears more than once in your supporting evidence, you only need to obtain permission from them once.  
**Consent statement:**  
 "This demonstration is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."  
**Note:** The time taken to capture consent at the start of the recording does not count towards the recording time limit.
- 3) Where photographs or videos are required as supporting evidence, **your face must be clearly seen** as well as the technique you are demonstrating.
  - a) Photographic evidence involving your supervisor or other participants does not need to include their faces – in other words, the photographs may contain only the hands of an additional participant but must show your face.
  - b) When recording a video demonstration of the required technique, provide a verbal commentary explaining the critical aspects of what you are doing and the procedures you are following as you complete each step. You may re-record the narration if required. Excluding any Consent Statements, video recording should **not be longer than 5 minutes**.

Assessor to complete the following table:

**Table 1: Observation checklist – General assessment requirements**

(To be completed by the assessor when they assess the evidence provided by the student.)

| Criteria  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |  |
|---|--|--|--|
|   | Animal 1   | Animal 2   | Animal 3   |
| Location of photographs and video recordings is in an animal care facility. | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |

|  |  |  |  |
|--|--|--|--|
| The student uses three (3) different animals across two (2) different species and two (2) different life stages.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| The first recording featuring the supervisor, or any other participants, starts with the Consent Statement.<br><b>Note:</b> The time taken to capture consent at the start of the recording does not count towards the recording time limit. | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| Excluding any Consent Statements, all videos are less than 5 minutes long.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |

Assessor to complete the following table:

**Table 2: Observation checklist – Demonstrated skills and competencies**

| <b>ANIMAL 1</b>  |   |  |
|--|---|--|
| Complete the following form with the information specific to the animal you are working with. Where a particular detail is not relevant or unknown, please indicate this (for example, write “unknown”, “not applicable” or “none”) rather than leaving the entry blank. |   |  |
| <b>Animal 1 Task</b>   | <b>Criteria</b><br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
| <b>1</b>   | <p><b>Confirm the animal and the health care task with your supervisor</b></p> <p>1) Identify each of the following details that are specific to the animal you are working with.</p> <ul style="list-style-type: none"> <li>a) Animal name: <b>Name listed or specified “unknown”.</b></li> <li>b) Species: <b>Correct species listed, using industry terminology, for example ‘canine’ rather than ‘dog’.</b></li> <li>c) Breed: <b>Correct breed listed or specified “unknown”.</b></li> <li>d) Age: <b>Age listed is appropriate for the life stage indicated.</b></li> <li>e) Life stage: <b>Appropriate life stage listed. For example, puppy/kitten//foal/joey or adult or senior.</b></li> <li>f) Colour: <b>Correct colour listed.</b></li> <li>g) Sex: <b>Correct sex listed.</b></li> <li>h) Weight: <b>Appropriate weight listed, including units (g or kg).</b></li> <li>i) Markings: <b>Appropriate description, distinctive features or specified “none”.</b></li> <li>j) Welfare needs: <b>Appropriate needs listed or specified “none”.</b></li> </ul> <p>2) Identify the health care task required for this animal.<br/>(Approximate word count: 2-5 words)</p> <p><b>Assessor instructions</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 1 Task | <b>Criteria</b><br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <p>Student must correctly identify the health care task they are assisting with – one (1) of the following tasks:</p> <ul style="list-style-type: none"> <li>• Apply liquid topical parasite preventative</li> <li>• Administer eye drops</li> <li>• Administer tablets or liquid medication</li> <li>• Administer water additive for birds</li> <li>• Clean ears</li> <li>• Brush teeth</li> <li>• Apply medicated shampoo</li> <li>• Apply mite spray for birds.</li> </ul> <p>3) Briefly describe the purpose of the health care task.<br/>(Approximate word count: 2-15 words)</p> <p><b>Assessor instructions</b><br/>Student must correctly identify the purpose of the task they are conducting, as listed in Q2 of this task. Students may use different wording to describe the purpose. However, responses must reflect the characteristics described in the exemplar answers.</p> <ul style="list-style-type: none"> <li>• Apply liquid topical parasite preventative – to prevent internal and/or external parasite infection</li> <li>• Administer eye drops – to treat dry eyes or to treat eye infection/disease</li> <li>• Administer medication – treat a long-term health problem or to prevent internal and/or external parasite infection</li> <li>• Administer water additive for birds – vitamin supplements, worming, liquid medications</li> <li>• Clean ears – to remove excess wax, dirt, secretions before medicating</li> <li>• Brush teeth – to remove/prevent build-up of plaque, prevent bad breath</li> <li>• Apply medicated shampoo – to reduce symptoms/treat of a skin condition or to treat flea/lice infestation</li> <li>• Apply mite spray for birds – to treat mite infestation.</li> </ul> <p>4) <b>Supporting evidence:</b><br/>Provide a 2-3 min video of your conversation with your supervisor, demonstrating your:</p> <ul style="list-style-type: none"> <li>• active listening skills, such as asking questions</li> <li>• confirmation of the animal to be treated</li> <li>• confirmation of the health care task.</li> </ul> |  |



| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>&lt;ACMGEN204_Portfolio Task_Video 1_Name of student&gt;</p> <p><b>Assessor instructions</b><br/>In the video, the student must:</p> <ul style="list-style-type: none"> <li>• be seen conversing with their supervisor or other member of staff</li> <li>• demonstrate asking a question for more information or to clarify information at least once</li> <li>• confirm they have the correct animal</li> <li>• confirm the health task they are about to undertake.</li> </ul> <p><b>Assessor comments for student:</b></p>  |  |
| 2             | <p><b>Prepare the work area and equipment</b></p> <p>1) Other than PPE:</p> <p>a) List all the equipment and supplies appropriate for this health task.</p> <p>b) Write a brief description of the purpose of each piece of equipment or supply required.<br/>(Approximate word count: 10-50 words)</p> <p><b>Assessor instructions</b><br/>Students must include all items relevant to their chosen health task. Students may use different wording to describe the purpose of each item. However, responses must reflect the characteristics described in the exemplar answers.</p> <ul style="list-style-type: none"> <li>• Apply liquid topical parasite preventative: <ul style="list-style-type: none"> <li>○ Topical preparation to treat the animal</li> <li>○ Restraint devices (or students may list specific item, such as a towel) to restrain the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> </li> <li>• Administer eye drops: <ul style="list-style-type: none"> <li>○ Correct eye drops to treat the animal</li> <li>○ (Optional) Restraint devices (or students may list specific item, such as a towel) to restrain the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> </li> <li>• Administer tablets or liquid medication: <ul style="list-style-type: none"> <li>○ Correct medication to treat the animal</li> <li>○ Food/treat to disguise the medication or syringe to administer the liquid medication</li> </ul> </li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <ul style="list-style-type: none"> <li>○ (Optional) Pill popper to help administer the tablet</li> <li>○ (Optional) Restraint devices (or students may list specific item, such as a towel) to restrain the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment</li> <li>● Administer water additive for birds: <ul style="list-style-type: none"> <li>○ Correct water additive to treat the animal</li> <li>○ Clean water bowl to administer the medication/supplement</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> </li> <li>● Clean ears: <ul style="list-style-type: none"> <li>○ Correct ear solution to treat the animal.</li> <li>○ Syringe to apply the cleaning solution</li> <li>○ Cotton wool and/or swabs to remove excess cleaning solution and excess secretions</li> <li>○ Towel to prevent the spread of cleaning solution and secretions if the animal shakes its head or to dry the animal after the treatment</li> <li>○ (Optional) Restraint devices (or students may list specific item, such as a muzzle) to restrain the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> </li> <li>● Brush teeth: <ul style="list-style-type: none"> <li>○ Correct toothpaste to treat plaque.</li> <li>○ Correct toothbrush to apply the toothpaste</li> <li>○ (Optional) Restraint devices (or students may list specific item, such as a towel) to restrain the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> </li> <li>● Apply medicated shampoo: <ul style="list-style-type: none"> <li>○ Correct shampoo to treat the animal</li> <li>○ Sponge or exfoliating gloves or silicon brush to work the shampoo into the coat and skin</li> <li>○ Bath or hydrobath to contain the animal and water</li> <li>○ Towel to dry the animal</li> <li>○ (Optional) Restraint devices (or students may list specific item, such as a slip lead) to restrain the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> </li> <li>● Apply mite spray for birds:</li> </ul> |  |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>○ Mite spray to treat the animal</li> <li>○ Pen and paper or access to digital patient file or cage card to document the treatment.</li> </ul> <p><b>2) Supporting evidence:</b><br/>Insert a photograph of you preparing equipment, products and supplies appropriate to the health care task <b>OR</b> setting up the work area.<br/><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>Photograph must clearly show:</p> <ul style="list-style-type: none"> <li>• The student's face</li> <li>• The student preparing at least one product/supply listed previously in the is task.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• The student setting up the treatment area with all items listed previously in this task.</li> </ul> <p><b>Assessor comments for student:</b></p>   |  |
| 3             | <p><b>Move the animal to the treatment area</b></p> <p>1) Describe how you moved the animal to the treatment area.<br/>(Approximate word count: 5-20 words)</p> <p><b>Assessor instructions</b><br/>Students must indicate one (1) of the following transport techniques to show the animal's movement was under their control:</p> <ul style="list-style-type: none"> <li>• Carried the animal in their arms/hands.</li> <li>• Carried the animal in a box, carrier or small cage.</li> <li>• Lead the animal on a lead or leash.</li> </ul> <p><b>2) Supporting evidence:</b><br/>Insert a photograph of you transporting the animal to the treatment area.<br/><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>The photo must show that the student is in control of the animal using the method they described in the written component of this task.</p> <p><b>Assessor comments for student:</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
| 4             | <p><b>Restrain the animal appropriately</b></p> <p>1) Briefly describe the type of restraint you used on the animal or explain why restraint was not required.<br/>(Approximate word count: 5-20words)</p> <p><b>Assessor instructions</b><br/>Student must indicate that they used one of the following restraints:</p> <ul style="list-style-type: none"> <li>• Used light hand pressure</li> <li>• Used a collar, halter or lead to keep the animal still</li> <li>• Held the animal against their body, using their hands and arms to control the animal’s head and limbs or the lying down restraint or the headlock restraint or side restraint or head-raising restraint</li> <li>• Bander’s/ringer’s grip or raptor grip</li> <li>• Confined the animal with a towel or other cloth or towel wrapping or kitty burrito</li> <li>• Confined the animal in a cat-bag or with fitted restraints.</li> <li>or</li> <li>• Explained restraint was not necessary because the animal was completely calm/relaxed/compliant.</li> </ul> <p>2) <b>Supporting evidence:</b><br/>Insert a photograph of your restraining the animal appropriately in the treatment area.<br/><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>The students must demonstrate:</p> <ul style="list-style-type: none"> <li>• the minimal amount of restrain necessary for the animal</li> <li>• Appropriate technique for specific holds, such as bander’s grip on small birds or headlock restraint on a large dog</li> <li>• The student looks like that are in control of the animal’s movements.</li> </ul> <p><b>Assessor comments for student:</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 5             | <p><b>Assess the animal’s vital signs</b></p> <p>1) Take or assist in taking the animal’s vital signs.</p> <p>2) <b>Supporting evidence:</b></p> <p>a) Insert a photograph of you taking the animal’s HR, demonstrating correct technique.<br/><b>&lt;Insert your photo here&gt;</b></p>  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p><b>Assessor instructions</b><br/>Student must demonstrate correct positioning of their hand (or fingers for a small animal) or stethoscope on the left side of the chest, over the rib cage, just behind the front left leg.</p> <p>b) Upload a 20-second video of you taking the animal's RR, demonstrating correct technique. Your supervisor does not need to be included in this video.<br/>&lt;ACMGEN204_Portfolio Task_Video 2_Name of student&gt;</p> <p><b>Assessor instructions</b><br/>Student must demonstrate observing and counting breaths over 15 seconds.</p> <p>3) Record the animal's vital signs. For each vital sign:</p> <ol style="list-style-type: none"> <li>Record the reading, including appropriate units.</li> <li>Identify the normal range for the animal you are treating.</li> <li>Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range.<br/>(Approximate word count: 10-20 words)</li> </ol> <ul style="list-style-type: none"> <li>• <b>HR</b> <ul style="list-style-type: none"> <li>○ Actual reading: Student supplies a reading with appropriate units (bpm).</li> <li>○ Normal range for the species and life stage: Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers. <ul style="list-style-type: none"> <li>• A higher than normal HR (tachycardia) could result from stress or a heart condition or anaphylaxis or blood loss or shock.</li> <li>• A lower than normal HR (bradycardia) may indicate a heart condition or congenital disorder or poisoning or hypothermia or medication.</li> </ul> </li> </ul> </li> <li>• <b>Pulse rate</b> <ul style="list-style-type: none"> <li>○ Actual reading: Student supplies a reading with appropriate units (bpm).</li> <li>○ Location of reading: Femoral artery or dorsal pedal.</li> </ul> </li> </ul> |  |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>○ Identify if the pulse rate matches the HR or provide one (1) reason for concern, if the pulse rate does not match the HR: <b>Student must indicate that pulse rate matched HR or provide the following reason for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answer.</b> <ul style="list-style-type: none"> <li>● When pulse rate does not match HR, it could indicate a circulatory issue or significant blood loss, or that the animal's stress/excitement level has changed between the HR and pulse rate readings.</li> </ul> </li> <li>● <b>RR</b> <ul style="list-style-type: none"> <li>○ Actual reading: <b>Student supplies a reading with appropriate units (bpm).</b></li> <li>○ Normal range for the species and life stage: <b>Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</b></li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.</b> <ul style="list-style-type: none"> <li>● A higher than normal RR could result from heat stroke or hyperthermia or an airway obstruction or fluid build-up in the lungs or heart problems.</li> <li>● A lower than normal RR could result from medication overdose or anaesthetic overdose or apnoea or toxins/poisons.</li> </ul> </li> </ul> </li> <li>● <b>MM</b> <ul style="list-style-type: none"> <li>○ Colour assessment: <b>Pink or pale or jaundice (yellow) or cyanotic (blue) or bright red.</b></li> <li>○ Normal colour for the species and life stage: <b>Pink</b></li> <li>○ Identify if the colour is 'normal' or provide one (1) reason for concern, if the colour is not normal: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern, as per the colour they indicated previously.</b> <ul style="list-style-type: none"> <li>● Pale – may indicate shock or reduced blood flow</li> <li>● Jaundice – may indicate problems with liver function</li> <li>● Cyanotic – may indicate poor breathing or poor circulation</li> <li>● Bright red – may indicate poisoning or heatstroke.</li> </ul> </li> </ul> </li> </ul> |  |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <ul style="list-style-type: none"> <li>• <b>Temperature</b> <ul style="list-style-type: none"> <li>○ Actual reading (supervisor may take this reading): <b>Student supplies a reading with appropriate units (°C).</b></li> <li>○ Normal range for the species and life stage: <b>Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</b></li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.</b> <ul style="list-style-type: none"> <li>• <b>Hyperthermia is often an indication of infection.</b></li> <li>• <b>Hypothermia often results from blood loss or exposure to cold conditions or reaction to anaesthetic.</b></li> </ul> </li> </ul> </li> </ul> |  |
| 6             | <p><b>Assess the animal's general health</b></p> <p>1) Inspect the general health and wellbeing of the animal. Confirm your health observations for the following examinations with your supervisor and record them, using correct industry terminology.<br/>(Approximate word count: 10-50 words)</p> <ul style="list-style-type: none"> <li>a) Hydration:</li> <li>b) Eyes and nose:</li> <li>c) Mouth:</li> <li>d) Ears:</li> <li>e) Anus:</li> <li>f) Limbs:</li> <li>g) Skin:</li> <li>h) BCS (specify which scale you are using):</li> </ul> <p><b>Assessor instructions</b><br/>Students may use different wording. However, responses must reflect the characteristics of the descriptions of normal or abnormal observations in Topic 4, Subtopic 2: Low stress examination techniques in the Learning.</p> <p>2) <b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>a) Insert a photograph of you conducting a skin turgor test.<br/><b>&lt;Insert your photo here&gt;</b><br/><b>Assessor instructions</b></li> </ul>                            | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <p>Photograph must show the student lifting the skin from between the animal's shoulders or on the back of the neck.</p> <p>b) Insert a photograph of you conducting a general health assessment on the animal.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/>           Photograph must show the student examining one aspect of the animal, other than for hydration.</p> <p><b>Assessor comments for student:</b></p>  |  |
| 7             | <p><b>Administer the treatment</b></p> <p>1) Describe the key steps in providing the treatment to the animal.<br/>(Approximate word count: 100-150 words)</p> <p><b>Assessor instructions</b><br/>           Students may use different wording to describe the steps involved in treating the animal. However, responses must reflect the characteristics described in the learning for the relevant health task – Topic 5, Subtopic 2: Health maintenance and preventative treatments.</p> <p>2) <b>Supporting evidence:</b><br/>           Insert a photograph of you administering the treatment to the animal.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/>           Photograph must show the student performing an aspect of the role they described for themselves in the previous component of this task.</p> <p><b>Assessor comments for student:</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 8             | <p><b>Document treatment</b></p> <p>1) Document the details of the animal's treatment. Where a detail is not relevant or unknown for this health care task, indicate this.<br/>(Approximate word count: 20-50 words)</p> <p>a) Date of treatment: <b>Student provides an appropriate date.</b><br/>           b) Attending veterinarian: <b>Student provides the supervisor's name.</b></p>  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |



| Animal 1 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>c) Treatment description: <b>Treatment name matches the chosen health care task for this animal.</b></p> <p>d) Medication or product used: <b>Student lists a medication or product for the treatment.</b></p> <p>e) Any additional comments: <b>Student indicates “none” or includes notes about behaviours or changes in condition, particularly decline, or whether they notified their supervisor about anything.</b></p> <p><b>Assessor comments for student:</b></p>   |  |
| 9             | <p><b>Complete post-treatment routines</b></p> <p>1) Briefly describe the post-treatment routines you carried out by:<br/><b>Assessor instructions</b><br/>Students may use different wording to describe the post-treatment routines. However, provided description must reflect the steps in the exemplar answers.</p> <p>a) Describing how you cleaned and sanitised equipment and the treatment area post treatment.<br/>(Approximate word count: 20-30 words)<br/>Regardless of treatment, the student should indicate that they:</p> <ul style="list-style-type: none"> <li>• took all used/soiled towels and cloth restraints to the laundry</li> <li>• cleaned and sanitised the treatment surfaces (not required if the animal was treated in its cage/enclosure)</li> <li>• cleaned and sanitised hydrobath/bath or toothbrush or pill popper (only required if the equipment was identified in the treatment description)</li> </ul> <p>b) Describing how you disposed of any waste.<br/>(Approximate word count: 20-40 words)<br/>Regardless of treatment, the student should indicate that they disposed of:</p> <ul style="list-style-type: none"> <li>• their gloves in the general waste or in the biohazard bin if the animal had a known infection</li> <li>• any medication/product packaging in the general waste</li> <li>• any remaining, single-dose medications/products in the general waste</li> <li>• (ear clean) all used swabs, cotton balls in the biohazard bin.</li> </ul> <p>c) Identifying the hand hygiene routine you used.</p> | <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>              |

|                      |   |  |
|----------------------|---|--|
| <b>Animal 1 Task</b> | <p><b>Criteria</b><br/>(To be completed by the assessor when they assess the evidence provided by the student.)</p>   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|                      | <p>(Approximate word count: 5-15 words)</p> <p>Regardless of treatment, the student should indicate that they used a:</p> <ul style="list-style-type: none"> <li>• routine hand wash or antiseptic hand rub (for a healthy animal)</li> <li>• or antiseptic hand wash (if the animal was known to have an infection).</li> </ul> <p><b>2) Supporting evidence:</b><br/>Insert a photograph of yourself completing one of the post-treatment routines you described in part 1 of this task, for example:</p> <ul style="list-style-type: none"> <li>• cleaning or sanitising equipment and treatment area</li> <li>• disposing of waste appropriately</li> <li>• completing an appropriate hand hygiene routine.</li> </ul> <p>&lt;Insert your photo here&gt;</p> <p><b>Assessor instructions</b><br/>The student must demonstrate the correct technique for one of the activities they described in part 1 of this task.</p> <p><b>Assessor comments for student:</b></p> |  |

## ANIMAL 2

Complete the following form with the information specific to the animal you are working with. Where a particular detail is not relevant or unknown, please indicate this (for example, write “unknown”, “not applicable” or “none”) rather than leaving the entry blank.

|                      |  |  |
|----------------------|--|--|
| <b>Animal 2 Task</b> | <p><b>Criteria</b><br/>(To be completed by the assessor when they assess the evidence provided by the student.)</p>  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
| <b>1</b>             | <p><b>Identify the animal</b></p> <p>1) Identify each of the following details that are specific to the animal you are working with.</p> <p>a) Animal name: Name listed or specified “unknown”.</p> <p>b) Species: Correct species listed, using industry terminology, for example ‘canine’ rather than ‘dog’.</p> <p>c) Breed: Correct breed listed or specified “unknown”.</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | d) Age: <b>Age listed is appropriate for the life stage indicated.</b><br>e) Life stage: <b>Appropriate life stage listed. For example, puppy/kitten//foal/joey or adult or senior.</b><br>f) Colour: <b>Correct colour listed.</b><br>g) Sex: <b>Correct sex listed.</b>   |  |
| 2             | <p><b>Identify and minimise risks</b></p> <p>1) Identify two (2) possible safety risks to you or to other staff involved in completing the health care task and describe how you minimised those risks (other than fitting appropriate PPE).<br/>(Approximate word count: 5-15 words)</p> <p><b>Assessor instructions</b><br/>Accept any two (2) of the following risks. Students may use different wording to describe how they mitigated the risks. However, responses must reflect at least one (1) of the characteristics described in the exemplar answers.</p> <ul style="list-style-type: none"> <li>• Animal handling <b>or</b> bites, scratches and kicks: Assessing the animal's state before attempting to handle it <b>or</b> using appropriate handling equipment <b>or</b> using appropriate handling techniques.</li> <li>• Biological hazards <b>or</b> zoonotic diseases: Washing hands and arms after handling animals <b>or</b> washing/disinfecting surfaces and equipment after use.</li> <li>• Hazardous substances <b>or</b> animal medications: Store/label/use chemicals according to SDS <b>or</b> washing hands after use.</li> <li>• Manual handling: Lifting animals according to workplace procedures <b>or</b> seeking assistance for a load that is too heavy, large or awkward for one person to lift by themselves.</li> <li>• Slips, trips and falls: Make sure all surfaces are clean and dry.</li> </ul> <p>2) Identify two (2) safety or welfare risks to the animal in completing the health care task and describe how you minimised those risks.<br/>(Approximate word count: 5-20 words)</p> <p><b>Assessor instructions</b><br/>Accept the following two (2) responses. Students may use different wording to describe how they mitigated the risks. However, responses must reflect the characteristics described in the exemplar answers.</p> <ul style="list-style-type: none"> <li>• Stress <b>or</b> shock: Minimise the time handling the animal.</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>Injury from poor handling: Use the proper, best-practice handling technique.</li> </ul> <p><b>Assessor comments for student:</b></p>  |  |
| 3             | <p><b>Prepare to approach the animal</b></p> <p>1) Classify the animal’s temperament and describe the key behaviours that led you to make that assessment.<br/>(Approximate word count: 5-20 words)</p> <p><b>Assessor instructions</b><br/>Students must use appropriate terminology to classify the animal’s temperament: Calm <b>or</b> relaxed / Fearful-aggressive / Anxious <b>or</b> stressed. The description of animal behaviours must align with the table of common body language and behaviours in Topic 3, Subtopic 1: Animal temperament and behaviour, in the learning.</p> <p><b>2) Supporting evidence</b><br/>Upload a 2-5 min video of a conversation with your supervisor, where you must:</p> <p>a) confirm your methods for approaching, securing and handling the animal</p> <p>b) confirm your role, and the role of your supervisor (if any) in the process of securing the animal.</p> <p>Both you and your supervisor must be visible in the video for the duration of the conversation.</p> <p><b>&lt;ACMGEN204_Portfolio Task_Video 3_Name of student&gt;</b></p> <p><b>Assessor instructions</b></p> <ul style="list-style-type: none"> <li>Both the supervisor and students must be present in the video.</li> <li>The student must confirm how to: <ul style="list-style-type: none"> <li>approach the animal <b>or</b> enter the enclosure <b>or</b> open the cage</li> <li>capture the animal <b>or</b> take it out of its cage/enclosure.</li> </ul> </li> <li>The student must confirm their role in capturing the animal.</li> </ul> <p>3) Based on your conversation with your supervisor, write a brief description of your role and the role of your supervisor (if any) in the capture of the animal.<br/>(Approximate word count: 10-25 words)</p> <p><b>Assessor instructions</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>The student's description of their role must match that confirmed in the video evidence.</p> <p><b>Assessor comments for student:</b></p>  |  |
| 4             | <p><b>Restrain the animal appropriately</b></p> <p>1) Briefly describe the type of restraint you used on the animal or explain why restraint was not required.<br/>(Approximate word count: 5-20 words)</p> <p><b>Assessor instructions</b><br/>Student must indicate that they used one of the following restraints:</p> <ul style="list-style-type: none"> <li>• Used light hand pressure</li> <li>• Used a collar, halter or lead to keep the animal still</li> <li>• Held the animal against their body, using their hands and arms to control the animal's head and limbs or the lying down restraint or the headlock restraint or side restraint or head-raising restraint</li> <li>• Bander's/ringer's grip or raptor grip</li> <li>• Confined the animal with a towel or other cloth or towel wrapping or kitty burrito</li> <li>• Confined the animal in a cat-bag or with fitted restraints.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Explained restraint was not necessary because the animal was completely calm/relaxed/compliant.</li> </ul> <p>2) <b>Supporting evidence:</b><br/>Insert a photograph of your restraining the animal appropriately in the treatment area.<br/><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>The students must demonstrate:</p> <ul style="list-style-type: none"> <li>• the minimal amount of restrain necessary for the animal</li> <li>• Appropriate technique for specific holds, such as bander's grip on small birds or headlock restraint on a large dog</li> <li>• The student looks like that are in control of the animal's movements.</li> </ul> <p><b>Assessor comments for student:</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 5             | <b>Assess the animal's vital signs</b>  | <input type="checkbox"/> S   |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <p>1) Take or assist in taking the animal's vital signs.</p> <p>2) <b>Supporting evidence:</b></p> <p>a) Insert a photograph of you taking the animal's pulse rate, demonstrating correct technique.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/> Student must demonstrate correct positioning of their fingers for either a:</p> <ul style="list-style-type: none"> <li>o femoral pulse – in the crease of the hind leg, where it meets the body</li> <li>o dorsal pedal pulse – on the top of the foot.</li> </ul> <p>b) Insert a photograph of you checking the animal's MM, demonstrating correct technique.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/> Student must show their finger on the gum of the animal.</p> <p>3) Record the animal's vital signs. For each vital sign:</p> <p>a) Record the details about the animal's vital signs, including appropriate units.</p> <p>b) Identify the normal ranges for the animal you are treating.</p> <p>c) Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range.<br/> (Approximate word count: 10-20 words)</p> <ul style="list-style-type: none"> <li>• <b>HR</b> <ul style="list-style-type: none"> <li>o Actual reading: <b>Student supplies a reading with appropriate units (bpm).</b></li> <li>o Normal range for the species and life stage: <b>Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</b></li> <li>o Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.</b> <ul style="list-style-type: none"> <li>• A higher than normal HR (tachycardia) could result from stress or a heart condition or anaphylaxis or blood loss or shock.</li> <li>• A lower than normal HR (bradycardia) may indicate a heart condition or congenital disorder or poisoning or hypothermia or medication.</li> </ul> </li> </ul> </li> </ul> | <input type="checkbox"/> NYS   |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>• <b>Pulse rate</b> <ul style="list-style-type: none"> <li>○ Actual reading: Student supplies a reading with appropriate units (bpm).</li> <li>○ Location of reading: Femoral artery or dorsal pedal.</li> <li>○ Identify if the pulse rate matches the HR or provide one (1) reason for concern, if the pulse rate does not match the HR: Student must indicate that pulse rate matched HR or provide the following reason for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answer. <ul style="list-style-type: none"> <li>• When pulse rate does not match HR, it could indicate a circulatory issue or significant blood loss, or that the animal's stress/excitement level has changed between the HR and pulse rate readings.</li> </ul> </li> </ul> </li> <li>• <b>RR</b> <ul style="list-style-type: none"> <li>○ Actual reading: Student supplies a reading with appropriate units (bpm).</li> <li>○ Normal range for the species and life stage: Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers. <ul style="list-style-type: none"> <li>• A higher than normal RR could result from heat stroke or hyperthermia or an airway obstruction or fluid build-up in the lungs or heart problems.</li> <li>• A lower than normal RR could result from medication overdose or anaesthetic overdose or apnoea or toxins/poisons.</li> </ul> </li> </ul> </li> <li>• <b>MM</b> <ul style="list-style-type: none"> <li>○ Colour assessment: Pink or pale or jaundice (yellow) or cyanotic (blue) or bright red.</li> <li>○ Normal colour for the species and life stage: Pink</li> <li>○ Identify if the colour is 'normal' or provide one (1) reason for concern, if the colour is not normal: Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern, as per the colour they indicated previously. <ul style="list-style-type: none"> <li>• Pale – may indicate shock or reduced blood flow</li> </ul> </li> </ul> </li> </ul> |  |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <ul style="list-style-type: none"> <li>• Jaundice – may indicate problems with liver function</li> <li>• Cyanotic – may indicate poor breathing or poor circulation</li> <li>• Bright red – may indicate poisoning or heatstroke.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Temperature</b> <ul style="list-style-type: none"> <li>○ Actual reading (supervisor may take this reading): Student supplies a reading with appropriate units (°C).</li> <li>○ Normal range for the species and life stage: Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.               <ul style="list-style-type: none"> <li>• Hyperthermia is often an indication of infection.</li> <li>• Hypothermia often results from blood loss or exposure to cold conditions or reaction to anaesthetic.</li> </ul> </li> </ul> </li> </ul> |  |
| 6             | <p><b>Assess the animal's general health</b></p> <p>1) Inspect the general health and wellbeing of the animal. Confirm your health observations for the following examinations with your supervisor and record them, using correct industry terminology.<br/>(Approximate word count: 10-50 words)</p> <ul style="list-style-type: none"> <li>a) Hydration:</li> <li>b) Eyes and nose:</li> <li>c) Mouth:</li> <li>d) Ears:</li> <li>e) Anus:</li> <li>f) Limbs:</li> <li>g) Skin:</li> <li>h) BCS (specify which scale you are using):</li> </ul> <p><b>Assessor instructions</b><br/>Students may use different wording. However, responses must reflect the characteristics of the descriptions of normal or abnormal observations in Topic 4, Subtopic 2: Low stress examination techniques in the Learning.</p> <p>2) <b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>a) Insert a photograph of you conducting a skin turgor test.</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |



| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <p><b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/>           Photograph must show the student lifting the skin from between the animal's shoulders or on the back of the neck.</p> <p>b) Insert a photograph of you conducting a general health assessment on the animal.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/>           Photograph must show the student examining one aspect of the animal, other than for hydration.</p> <p><b>Assessor comments for student:</b></p>   |  |
| 7             | <p><b>Administer the treatment</b></p> <p>1) Describe the key steps in providing the treatment to the animal.<br/>(Approximate word count: 100-150 words)</p> <p><b>Assessor instructions</b><br/>           Students may use different wording to describe the steps involved in treating the animal. However, responses must reflect the characteristics described in the learning for the relevant health task – Topic 5, Subtopic 2: Health maintenance and preventative treatments.</p> <p>2) <b>Supporting evidence:</b><br/>           Insert a photograph of you administering the treatment to the animal.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/>           Photograph must show the student performing an aspect of the role they described for themselves in the previous component of this task.</p> <p><b>Assessor comments for student:</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 8             | <p><b>Document treatment</b></p> <p>1) Document the details of the animal's treatment. Where a detail is not relevant or unknown for this health care task, indicate this.<br/>(Approximate word count: 20-50 words)</p> <p>a) Date of treatment: <b>Student provides an appropriate date.</b></p> <p>b) Attending veterinarian: <b>Student provides the supervisor's name.</b></p>  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>c) Treatment description: <b>Treatment name matches the chosen health care task for this animal.</b></p> <p>d) Pathology tests performed: <b>Student either indicates that no tests were performed or specifies the pathology tests that were conducted.</b></p> <p>e) Medication or product used: <b>Student lists a medication or product for the treatment.</b></p> <p>f) Any additional comments: <b>Student indicates "none" or includes notes about behaviours or changes in condition, particularly decline, or whether they notified their supervisor about anything.</b></p> <p><b>Assessor comments for student:</b></p>   |  |
| 9             | <p><b>Complete post-treatment routines</b></p> <p>1) Briefly describe the post-treatment routines you carried out by:<br/> <b>Assessor instructions</b><br/> Students may use different wording to describe the post-treatment routines. However, provided description must reflect the steps in the exemplar answers.</p> <p>a) Describing how you cleaned and sanitised equipment and the treatment area post treatment.<br/> (Approximate word count: 20-30 words)<br/> Regardless of treatment, the student should indicate that they:</p> <ul style="list-style-type: none"> <li>• took all used/soiled towels and cloth restraints to the laundry</li> <li>• cleaned and sanitised the treatment surfaces (not required if the animal was treated in its cage/enclosure)</li> <li>• cleaned and sanitised hydrobath/bath or toothbrush or pill popper or syringe (only required if the equipment was identified in the treatment description)</li> </ul> <p>b) Describing how you disposed of any waste.<br/> (Approximate word count: 20-40 words)<br/> Regardless of treatment, the student should indicate that they disposed of:</p> <ul style="list-style-type: none"> <li>• their gloves in the general waste or in the biohazard bin if the animal had a known infection</li> <li>• any medication/product packaging in the general waste</li> <li>• any remaining, single-dose medications/products in the general waste</li> <li>• (ear clean) all used swabs, cotton balls in the biohazard bin.</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 2 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <p>c) Identifying the hand hygiene routine you used.<br/>(Approximate word count: 5-15 words)<br/>Regardless of treatment, the student should indicate that they used a:</p> <ul style="list-style-type: none"> <li>• routine hand wash or antiseptic hand rub (for a healthy animal)</li> <li>• or antiseptic hand wash (if the animal was known to have an infection).</li> </ul> <p><b>2) Supporting evidence:</b><br/>Insert a photograph of yourself completing one of the post-treatment routines you described in part 1 of this task, for example:</p> <ul style="list-style-type: none"> <li>• cleaning or sanitising equipment and treatment area</li> <li>• disposing of waste appropriately</li> <li>• completing an appropriate hand hygiene routine.</li> </ul> <p>&lt;Insert your photo here&gt;</p> <p><b>Assessor instructions</b><br/>The student must demonstrate the correct technique for one of the activities they described in part 1 of this task.</p> <p><b>Assessor comments for student:</b></p> |  |

### ANIMAL 3

Complete the following form with the information specific to the animal you are working with. Where a particular detail is not relevant or unknown, please indicate this (for example, write “unknown”, “not applicable” or “none”) rather than leaving the entry blank.

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
| 1             | <p><b>Identify the animal</b></p> <p>1) Identify each of the following details that are specific to the animal you are working with.</p> <p>a) Animal name: Name listed or specified “unknown”.</p> <p>b) Species: Correct species listed, using industry terminology, for example ‘canine’ rather than ‘dog’.</p> <p>c) Breed: Correct breed listed or specified “unknown”.</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | d) Age: <b>Age listed is appropriate for the life stage indicated.</b><br>e) Life stage: <b>Appropriate life stage listed. For example, puppy/kitten//foal/joey or adult or senior.</b><br>f) Colour: <b>Correct colour listed.</b><br>g) Sex: <b>Correct sex listed.</b>   |  |
| 2             | <b>Select and fit PPE</b><br>1) Other than your normal uniform and closed-in shoes, list all of the PPE appropriate for this health task.<br>(Approximate word count: 5-15 words)<br><br><b>Assessor instructions</b><br>Students must list the following two (2) items, regardless of health care task:<br><ul style="list-style-type: none"> <li>• Scrub top or apron</li> <li>• Disposable gloves</li> </ul> If the health care task is an <b>ear clean</b> for an animal with a known ear infection, students must also include <b>eye protection or goggles</b> .<br>If the health care task is to apply a <b>mediated shampoo</b> , students must also include non-slip shoes.<br><br>2) <b>Supporting evidence:</b><br>Insert a photograph here of you wearing correctly fitted PPE that is appropriate for this health care task.<br><b>&lt;Insert your photo here&gt;</b><br><b>Assessor instructions</b><br>Students must be correctly wearing all of the PPE listed previously, as well as closed-in shoes (unless different footwear is specified in the PPE).<br><br><b>Assessor comments for student:</b> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 3             | <b>Approach, secure and handle the animal</b><br>1) Briefly describe how you approached and captured the animal.<br>a) List three (3) <b>general techniques</b> you used to approach the animal.<br>(Approximate word count: 10-20 words)<br><b>Assessor instructions</b><br>Students must include three (3) of the following general techniques of approach:<br><ul style="list-style-type: none"> <li>• Approached slowly</li> <li>• Avoided getting into the animal's blind spots</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>• Talked softly or avoid sudden, loud noises</li> <li>• Avoided sudden movements</li> <li>• Considered the welfare needs of the animal</li> <li>• Considered the animal's behaviour during approach/capture</li> <li>• Used minimal restrain/force during capture</li> <li>• Worked quickly/efficiently to minimise stress/handling of the animal.</li> </ul> <p>b) Identify at least one (1) capture or handling technique that is particular to the species of animal you are working with in this task.<br/>(Approximate word count: 2-30 words)<br/>Students must include at least one (1) of the following species particular capture techniques:</p> <ul style="list-style-type: none"> <li>• Dogs: <ul style="list-style-type: none"> <li>○ Used the animal's name or gave the animal verbal commands (e.g. "sit")</li> <li>○ Have a collar and leash or slip lead ready before approaching the animal.</li> </ul> </li> <li>• Cats: <ul style="list-style-type: none"> <li>○ Placed one hand under the chest and one under the stomach to lift the cat.</li> <li>○ Tucked the cat's bottom under your arm and held them close to your body.</li> <li>○ Use your other arm to support the body and make the cat feel secure.</li> </ul> </li> <li>• Birds: <ul style="list-style-type: none"> <li>○ Allowed the animal enough movement to breathe with its whole body</li> <li>○ Captured quickly to reduce stress</li> <li>○ Was careful not to grab the animal by just a wing or the tail or was careful to grab the whole animal at once.</li> </ul> </li> <li>• Rabbits: <ul style="list-style-type: none"> <li>○ Do not pick up by the ears</li> <li>○ Supported the back to prevent twisting or kicking</li> <li>○ Tucked the rabbit's head under the arm.</li> </ul> </li> <li>• Horses or livestock: <ul style="list-style-type: none"> <li>○ Do not get behind the animal/approach the animal from behind.</li> </ul> </li> </ul> |  |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>c) Identify any equipment that you used to capture the animal <b>or</b> explain why you only used your hands.<br/>(Approximate word count: 5-20 words)</p> <p>Student lists <b>one or more of the following items:</b></p> <ul style="list-style-type: none"> <li>• Towel</li> <li>• Slip lead or leash</li> <li>• Halter and lead</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• explains that the animal was calm enough to capture with their bare hands.</li> </ul> <p><b>Assessor comments for student:</b></p>   |  |
| 4             | <p><b>Restrain the animal appropriately</b></p> <p>1) Briefly describe the type of restraint you used on the animal <b>or</b> explain why restraint was not required.<br/>(Approximate word count: 5-20 words)</p> <p><b>Assessor instructions</b><br/>Student must indicate that they used one of the following restraints:</p> <ul style="list-style-type: none"> <li>• Used light hand pressure</li> <li>• Used a collar, halter or lead to keep the animal still</li> <li>• Held the animal against their body, using their hands and arms to control the animal's head and limbs <b>or</b> the lying down restraint <b>or</b> the headlock restraint <b>or</b> side restraint <b>or</b> head-raising restraint</li> <li>• Bander's/ringer's grip <b>or</b> raptor grip</li> <li>• Confined the animal with a towel or other cloth <b>or</b> towel wrapping <b>or</b> kitty burrito</li> <li>• Confined the animal in a cat-bag or with fitted restraints.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• Explained restraint was not necessary because the animal was completely calm/relaxed/compliant.</li> </ul> <p>2) <b>Supporting evidence:</b><br/>Insert a photograph of your restraining the animal appropriately in the treatment area.<br/><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>The students must demonstrate:</p> <ul style="list-style-type: none"> <li>• the minimal amount of restrain necessary for the animal</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>• Appropriate technique for specific holds, such as bander’s grip on small birds or headlock restraint on a large dog</li> <li>• The student looks like that are in control of the animal’s movements.</li> </ul> <p><b>Assessor comments for student:</b></p>  |  |
| 5             | <p><b>Assess the animal’s vital signs</b></p> <ol style="list-style-type: none"> <li>1) Take or assist in taking the animal’s vital signs.</li> <li>2) <b>Supporting evidence:</b> <ol style="list-style-type: none"> <li>a) Insert a photograph of you taking the animal’s HR, demonstrating correct technique.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/> Student must demonstrate correct positioning of their hand (or fingers for a small animal) or stethoscope on the left side of the chest, over the rib cage, just behind the front left leg.</li> <li>b) Insert a photograph of you checking the animal’s MM, demonstrating correct technique.<br/> <b>&lt;Insert your photo here&gt;</b><br/> <b>Assessor instructions</b><br/> Student must show their finger on the gum of the animal.</li> </ol> </li> <li>3) Record the animal’s vital signs. For each vital sign: <ol style="list-style-type: none"> <li>a) Record the reading, including appropriate units.</li> <li>b) Identify the normal range for the animal you are treating.</li> <li>c) Identify if the reading is ‘normal’ or provide one (1) reason for concern, if the actual reading is outside normal range.<br/>(Approximate word count: 10-20 words)</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• <b>HR</b> <ul style="list-style-type: none"> <li>○ Actual reading: <b>Student supplies a reading with appropriate units (bpm).</b></li> <li>○ Normal range for the species and life stage: <b>Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</b></li> <li>○ Identify if the reading is ‘normal’ or provide one (1) reason for concern, if the actual reading is outside normal range: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for</b></li> </ul> </li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.</p> <ul style="list-style-type: none"> <li>• A higher than normal HR (tachycardia) could result from stress or a heart condition or anaphylaxis or blood loss or shock.</li> <li>• A lower than normal HR (bradycardia) may indicate a heart condition or congenital disorder or poisoning or hypothermia or medication.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Pulse rate</b> <ul style="list-style-type: none"> <li>○ Actual reading: Student supplies a reading with appropriate units (bpm).</li> <li>○ Location of reading: Femoral artery or dorsal pedal.</li> <li>○ Identify if the pulse rate matches the HR or provide one (1) reason for concern, if the pulse rate does not match the HR: Student must indicate that pulse rate matched HR or provide the following reason for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answer. <ul style="list-style-type: none"> <li>• When pulse rate does not match HR, it could indicate a circulatory issue or significant blood loss, or that the animal's stress/excitement level has changed between the HR and pulse rate readings.</li> </ul> </li> </ul> </li> <li>• <b>RR</b> <ul style="list-style-type: none"> <li>○ Actual reading: Student supplies a reading with appropriate units (bpm).</li> <li>○ Normal range for the species and life stage: Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers. <ul style="list-style-type: none"> <li>• A higher than normal RR could result from heat stroke or hyperthermia or an airway obstruction or fluid build-up in the lungs or heart problems.</li> <li>• A lower than normal RR could result from medication overdose or anaesthetic overdose or apnoea or toxins/poisons.</li> </ul> </li> </ul> </li> <li>• <b>MM</b></li> </ul> |  |



| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|--|--|
|               | <ul style="list-style-type: none"> <li>○ Colour assessment: <b>Pink or pale or jaundice (yellow) or cyanotic (blue) or bright red.</b></li> <li>○ Normal colour for the species and life stage: <b>Pink</b></li> <li>○ Identify if the colour is 'normal' or provide one (1) reason for concern, if the colour is not normal: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern, as per the colour they indicated previously.</b> <ul style="list-style-type: none"> <li>● <b>Pale – may indicate shock or reduced blood flow</b></li> <li>● <b>Jaundice – may indicate problems with liver function</b></li> <li>● <b>Cyanotic – may indicate poor breathing or poor circulation</b></li> <li>● <b>Bright red – may indicate poisoning or heatstroke.</b></li> </ul> </li> <li>● <b>Temperature</b> <ul style="list-style-type: none"> <li>○ Actual reading (supervisor may take this reading): <b>Student supplies a reading with appropriate units (°C).</b></li> <li>○ Normal range for the species and life stage: <b>Student supplies appropriate range for the species being treated, as per the table of normal TPR ranges in Topic 4, Subtopic 1: Five animal vital signs.</b></li> <li>○ Identify if the reading is 'normal' or provide one (1) reason for concern, if the actual reading is outside normal range: <b>Student must indicate the vital sign is normal or provide one (1) of the following reasons for concern. Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.</b> <ul style="list-style-type: none"> <li>● <b>Hyperthermia is often an indication of infection.</b></li> <li>● <b>Hypothermia often results from blood loss or exposure to cold conditions or reaction to anaesthetic.</b></li> </ul> </li> </ul> </li> </ul> |  |
| 6             | <p><b>Assess the animal's general health</b></p> <p>1) Inspect the general health and wellbeing of the animal. Confirm your health observations for the following examinations with your supervisor and record them, using correct industry terminology.<br/>(Approximate word count: 10-50 words)</p> <ul style="list-style-type: none"> <li>a) Hydration:</li> <li>b) Eyes and nose:</li> <li>c) Mouth:</li> <li>d) Ears:</li> <li>e) Anus:</li> <li>f) Limbs:</li> <li>g) Skin:</li> </ul>  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <p>h) BCS (specify which scale you are using):</p> <p><b>Assessor instructions</b><br/>Students may use different wording. However, responses must reflect the characteristics of the descriptions of normal or abnormal observations in Topic 4, Subtopic 2: Low stress examination techniques in the Learning.</p> <p><b>2) Supporting evidence:</b></p> <p>a) Insert a photograph of you conducting a skin turgor test.<br/><b>&lt;Insert your photo here&gt;</b><br/><b>Assessor instructions</b><br/>Photograph must show the student lifting the skin from between the animal's shoulders or on the back of the neck.</p> <p>b) Insert a photograph of you conducting a general health assessment on the animal.<br/><b>&lt;Insert your photo here&gt;</b><br/><b>Assessor instructions</b><br/>Photograph must show the student examining one aspect of the animal, other than for hydration.</p> <p><b>Assessor comments for student:</b></p> |  |
| 7             | <p><b>Administer the treatment</b></p> <p>1) Describe the key steps in providing the treatment to the animal.<br/>(Approximate word count: 100-150 words)</p> <p><b>Assessor instructions</b><br/>Students may use different wording to describe the steps involved in treating the animal. However, responses must reflect the characteristics described in the learning for the relevant health task – Topic 5, Subtopic 2: Health maintenance and preventative treatments.</p> <p><b>2) Supporting evidence:</b><br/>Insert a photograph of you administering the treatment to the animal.<br/><b>&lt;Insert your photo here&gt;</b><br/><b>Assessor instructions</b><br/>Photograph must show the student performing an aspect of the role they described for themselves in the previous component of this task.</p> <p><b>Assessor comments for student:</b></p>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
| 8             | <p><b>Document treatment</b></p> <p>1) Document the details of the animal’s treatment. Where a detail is not relevant or unknown for this health care task, indicate this.<br/>(Approximate word count: 20-50 words)</p> <p>a) Date of treatment: <b>Student provides an appropriate date.</b></p> <p>b) Attending veterinarian: <b>Student provides the supervisor’s name.</b></p> <p>c) Treatment description: <b>Treatment name matches the chosen health care task for this animal.</b></p> <p>d) Medication or product used: <b>Student lists a medication or product for the treatment.</b></p> <p>e) Any additional comments: <b>Student indicates “none” or includes notes about behaviours or changes in condition, particularly decline, or whether they notified their supervisor about anything.</b></p> <p><b>Assessor comments for student:</b></p>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 9             | <p><b>Complete post-treatment routines</b></p> <p>1) Briefly describe the post-treatment routines you carried out by:<br/><b>Assessor instructions</b><br/>Students may use different wording to describe the post-treatment routines. However, provided description must reflect the steps in the exemplar answers.</p> <p>a) Describing how you cleaned and sanitised equipment and the treatment area post treatment.<br/>(Approximate word count: 20-30 words)<br/>Regardless of treatment, the student should indicate that they:</p> <ul style="list-style-type: none"> <li>• took all used/soiled towels and cloth restraints to the laundry</li> <li>• cleaned and sanitised the treatment surfaces (not required if the animal was treated in its cage/enclosure)</li> <li>• cleaned and sanitised hydrobath/bath or toothbrush or pill popper (only required if the equipment was identified in the treatment description)</li> </ul> <p>b) Describing how you disposed of any waste.<br/>(Approximate word count: 20-40 words)<br/>Regardless of treatment, the student should indicate that they disposed of:</p> <ul style="list-style-type: none"> <li>• their gloves in the general waste or in the biohazard bin if the animal had a known infection</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Animal 3 Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|---------------|---|--|
|               | <ul style="list-style-type: none"> <li>• any medication/product packaging in the general waste</li> <li>• any remaining, single-dose medications/products in the general waste</li> <li>• (ear clean) all used swabs, cotton balls in the biohazard bin.</li> </ul> <p>c) Identifying the hand hygiene routine you used.<br/>(Approximate word count: 5-15 words)<br/>Regardless of treatment, the student should indicate that they used a:</p> <ul style="list-style-type: none"> <li>• routine hand wash or antiseptic hand rub (for a healthy animal)</li> <li>• or antiseptic hand wash (if the animal was known to have an infection).</li> </ul> <p><b>3) Supporting evidence:</b><br/>Insert a photograph of yourself completing one of the post-treatment routines you described in part 1 of this task, for example:</p> <ul style="list-style-type: none"> <li>• cleaning or sanitising equipment and treatment area</li> <li>• disposing of waste appropriately</li> <li>• completing an appropriate hand hygiene routine.</li> </ul> <p><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>The student must demonstrate the correct technique for one of the activities they described in part 1 of this task.</p> <p><b>Assessor comments for student:</b></p> |  |

## ANIMAL FIRST AID

Complete the following form with the information specific to the animal you are working with. Where a particular detail is not relevant or unknown, please indicate this (for example, write “unknown”, “not applicable” or “none”) rather than leaving the entry blank.

| Animal first aid Task | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|-----------------------|--|--|
| 1                     | <p><b>Assist in providing first aid</b></p> <p><b>Scenario:</b><br/>An adult 28 kg Golden retriever presents with a deep wound on the main pad of its front right paw. It is bleeding profusely, and the dog is clearly in pain. The dog’s vital signs are as follows:</p> <ul style="list-style-type: none"> <li>• HR: 180 bpm</li> <li>• Pulse rate and quality: Synchronous with HR and bounding</li> <li>• RR: 100 bpm and panting</li> <li>• MM: Pale pink</li> <li>• Temperature: 38.8°C</li> </ul> <p>1) Identify whether each of the vital signs are within the normal range or not for an adult dog and provide one (1) reason for concern for each vital sign outside the normal range.</p> <ol style="list-style-type: none"> <li>a) HR: <b>Abnormal. Tachycardic, most likely due to significant blood loss.</b></li> <li>b) Pulse rate and quality: <b>Synchronous with HR is normal. However, bounding pulse is common sign of significant blood loss.</b></li> <li>c) RR: <b>Abnormal. High RR due to blood loss – low blood volume making it harder to oxygenate tissues.</b></li> <li>d) MM: <b>Abnormal. Likely due to significant blood loss.</b></li> <li>e) Temperature: <b>Normal.</b></li> </ol> <p>2) Based on the previous information, identify the first aid requirements of the dog.<br/>(Approximate word count: 5-10 words)<br/><b>Assessor instructions</b><br/>Student must identify that the animal is bleeding significantly. Need to control bleeding.</p> <p>3) Treat the dog appropriately.</p> <ol style="list-style-type: none"> <li>a) Describe the first aid treatment that the dog received.<br/>(Approximate word count: 5-15 words)<br/><b>Assessor instructions</b><br/>Students may use different wording to describe the treatment. However, provided description must reflect the steps in the exemplar answer.</li> </ol> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

|                              |  |  |
|------------------------------|--|--|
| <b>Animal first aid Task</b> | <b>Criteria</b><br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|                              | <p>Pressure<br/>Clean bandage/dressing</p> <p><b>b) Supporting evidence:</b><br/>Insert a photograph showing you assisting in providing first aid to the dog.<br/><b>&lt;Insert your photo here&gt;</b></p> <p><b>Assessor instructions</b><br/>Photograph must show the student performing an aspect</p> <p><b>Assessor comments for student:</b></p> |  |

*Module 11: ACMGEN309 Provide basic animal first aid*

**Overview: Capture video recordings of demonstrations**

To demonstrate your ability to provide basic first aid, you are required to record yourself administering first aid to two (2) different animal models or replicas with two (2) different first aid needs in an animal care workplace or an environment that accurately represents workplace conditions.

Use one (1) incident per animal on which to base your assessment from the ACMGEN309 Portfolio Supporting Evidence (docx), **Incident scenarios**, starting on page 5.

**Submit two (2) video recordings** – one for each animal model you work with. Each video should be approximately **8-10 minutes** long but must not exceed 15 minutes.

**Prepare for your assessment**

6. Prepare for each of your recordings by reading through the **Portfolio Supporting Evidence (docx)** and using the **Video checklists** to ensure all equipment, resources and materials you require are available and ready for you to use before you start.
7. Read the following **Observation checklists** (General assessment requirements and Demonstrated skills and competencies) to determine:
  - a. the general assessment requirements
  - b. the specific skills and competencies you need to demonstrate
  - c. the order in which you should demonstrate them in each of your recordings.
8. Ask your supervisor or a co-worker to record you performing the activity. You are required to describe your actions to the other person while they record you performing the activity. Your supervisor or co-worker **should not prompt you** throughout the recording.
9. Only do the following if any person other than yourself appears in your recording (additional participants). Before commencing your recording:

- a. You must fully brief all additional participants, providing them with the context to the demonstration, an outline of the skills and competencies you intend to demonstrate and a copy of the **Observation checklist – Demonstrated skills and competencies** so that they can prepare for the recording.
- b. You must obtain consent from all additional participants at the start of the recording. To do this, record yourself reading the following consent statement aloud at the start of the video. Record all additional participants giving their consent by saying their name and job title.
- Consent statement:**
- "This demonstration is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."
- Note:** The time taken to capture consent at the start of the recording does not count towards the recording time limit.
10. Open the **Portfolio Supporting Evidence (docx)** to start your assessment.

Assessor to complete the following table:

**Table 1: Observation checklist – General assessment requirements**

(To be completed by the assessor when they watch the video as they conduct the assessment)

| Criteria  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)         |  |
|---|--|--|
|   | Video 1  | Video 2  |
| 6. Video recording location is in an animal care facility or an environment that accurately reflects a real workplace setting.  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| 7. The student uses two (2) different animal models or replicas with two (2) different first aid needs.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| 8. If the video includes additional participants, the recording starts with the Consent Statement.<br>9.<br><b>Note:</b> The time taken to capture consent at the start of the recording does not count towards the recording time limit. | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS | <input type="checkbox"/> N/A<br><input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 10. As the student completes each step, they provide verbal commentary explaining the critical aspects of what they are doing and the procedures they are following.  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |
| 11. Video recording is between 8-15 minutes.  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                                 |

Assessor to complete the following table:

**Table 2: Observation checklist – Demonstrated skills and competencies**

(To be completed by the assessor when they watch the video as they conduct the assessment)

| Criteria |   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)  |   |
|----------|---|---|---|
| Task     | Part 1: Assess the situation and plan response  | Video 1   | Video 2   |
| 1        | <p>a. Begin your video by stating the <b>incident scenario</b> you have chosen from Table 3: Incident scenarios</p> <p>Using the incident scenario, identify the animal to be assessed by stating the following details regarding the animal:</p> <p>b. Species<br/>c. Breed<br/>d. Life stage</p> <p><b>Student must verbally identify the animal details as per the written scenario.</b></p>   | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p>d. <input type="checkbox"/></p><br><p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p>d. <input type="checkbox"/></p><br><p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> |
| 2        | <p>Identify if the incident is an emergency</p> <p><b>Student must verbally identify this as an animal needing emergency attention and first aid.</b></p> <p><b>Scenario 1:</b> Student should discuss that animal has been hit by a car and we do not know full extent of injuries and the animal will have significant pain.</p> <p><b>Scenario 2:</b> Student should discuss that animal will have significant pain and has bleeding wounds. Needs veterinary attention for the bites and tears.</p>   | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  |
| 3        | <p>Follow workplace procedures when responding to the incident</p> <p><b>Student reports and follows instructions from supervisor.</b></p>  | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  |
| 4        | <p>Identify and assess the hazards or potential hazards that could occur in the incident scenario to:</p> <p>a. Self</p> <p><b>Scenario 1:</b> Student must identify potential hazards to self as cat bites, scratches.</p> <p><b>Scenario 2:</b> Student must identify potential hazards to self as one of the following: Bites, scratches, other dog, manual handling (sprains, strains).</p> <p>b. Other people</p> <p><b>Scenario 1:</b> Student must identify potential hazards to other people as cat bites, scratches.</p> <p><b>Scenario 2:</b> Student must identify potential hazards to other people as bites, scratches, other dog, manual handling (sprains, strains), mental trauma from seeing the fight.</p> <p>c. The injured animal</p> <p><b>Scenario 1:</b> Student must identify potential hazards to the injured animal as any of the following: Stress, pain during capturing, assessing, or transporting.</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p>d. <input type="checkbox"/></p><br><p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p>d. <input type="checkbox"/></p><br><p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> |



| Criteria |   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)  |   |
|----------|---|---|---|
|          | <p><b>Scenario 2:</b> Student must identify potential hazards to the injured animal as any of the following: Stress, pain during capturing, assessing, or transporting.</p> <p>d. Other animals that may be present</p> <p><b>Scenario 1:</b> Student must identify potential hazards to DJ as any of the following: scratch, cat flu.</p> <p><b>Scenario 2:</b> Student must identify potential hazards to injured dog from the other dog Miska present on the scene and vice versa.</p>   |   |   |
| 5        | <p>Take action to minimise risks to:</p> <p>a. Self</p> <p><b>Scenario 1:</b> Student must demonstrate they have taken action to minimise risks as using PPE, towels.</p> <p><b>Scenario 2:</b> Student must demonstrate they have taken action to minimise risks as using PPE, towel to cover animal's head, secure other dog, make-shift stretcher to carry dog/correct lifting technique, 2 persons to carry dog.</p> <p>b. Other People</p> <p><b>Scenario 1:</b> Student must demonstrate they have taken action to minimise risks as any of the following: Using PPE, towels, not assisting with handling.</p> <p><b>Scenario 2:</b> Student must demonstrate they have taken action to minimise risks as any of the following: Using PPE, towel to cover animals head, secure other dog, make-shift stretcher to carry dog/correct lifting technique, 2 persons to carry dog.</p> <p>c. The injured animal</p> <p><b>Scenario 1:</b> Student must demonstrate they have taken action to minimise risk as any of the following: Restraint of animal, for example, wrap in towel, gentle handling, speak softly.</p> <p><b>Scenario 2:</b> Student must demonstrate they have taken action to minimise risks as any of the following: Secure other dog, make-shift stretcher to carry dog/correct lifting technique, 2 persons to carry dog, gentle handling.</p> <p>d. Other animals that may be present</p> <p><b>Scenario 1:</b> Student must demonstrate they have taken action to minimise risks to DJ as any of the following: getting attacked by the stray cat or catching cat flu.</p> <p><b>Scenario 2:</b> Student must demonstrate they have taken action to minimise risks to the other dog (Miska) present on the scene.</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p>d. <input type="checkbox"/></p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p>d. <input type="checkbox"/></p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p> |
| 6        | <p>Identify, correctly fit and use one (1) appropriate personal protective equipment (PPE) item when:</p> <p>a. capturing the animal</p> <p>b. transporting the animal.</p>   | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>   | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>   |

| Criteria |  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)  |   |
|----------|--|---|---|
|          | <p><b>Scenario 1:</b> Capturing: Towel, gloves, or other material. Transport: Carry cage or sturdy box with air holes that can be taped shut with wide tape.</p> <p><b>Scenario 2:</b> Capturing: Towel, gloves, lead, make-shift muzzle or other material. Transport: Make-shift stretcher such as towel, blanket, wood or cardboard.</p>   |   |   |
| 7        | <p>Identify and demonstrate two (2) ways you are following workplace health and safety procedures when handling the animal</p> <p>Student should identify two of the following: PPE, manual handling techniques, stress-free handling.</p>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS  |
| 8        | <p>Describe one (1) option for assisting the animal per scenario, according to your workplace procedures. In other words, what is the first thing you should do to assist the animal in each scenario?</p> <p><b>Scenario 1:</b> Only staff in clinic so she must provide immediate first aid to animal as it is in need of immediate assistance.</p> <p><b>Scenario 2:</b> Only staff in reception so she must provide immediate first aid to animal as it is in need of immediate assistance. However, may radio/call another member of staff to assist.</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS  |
| Task     | Part 2: Approach, secure and protect animal  | Video 1   | Video 2   |
| 9        | <p>Select one (1) piece of appropriate equipment for:</p> <p>a. handling the animal<br/>b. securing the animal.</p> <p><b>Scenario 1:</b> Capturing: Towel, gloves, or other material. Transport: Carry cage or sturdy box with air holes that can be taped shut with wide/packing tape.</p> <p><b>Scenario 2:</b> Capturing: Towel, gloves, lead, make-shift muzzle or other material. Transport: Make-shift stretcher such as towel, blanket, wood, cardboard.</p>   | <p>a. <input type="checkbox"/><br/>b. <input type="checkbox"/></p> <input type="checkbox"/> S<br><input type="checkbox"/> NYS   | <p>a. <input type="checkbox"/><br/>b. <input type="checkbox"/></p> <input type="checkbox"/> S<br><input type="checkbox"/> NYS   |
| 10       | <p>a. Approach the animal safely<br/>Non-threatening manner, quiet and gentle movements to be shown.</p> <p>b. Secure the animal safely<br/>Student to demonstrate gentle capturing of animal with hands or PPE/equipment that is humane.</p> <p>c. Handle the animal safely<br/>Student to demonstrate gentle handling of animal with that is humane and reduces risk to self.</p> <p>d. Use low-stress techniques to minimise stress, pain and further injuries</p>  | <p>a. <input type="checkbox"/><br/>b. <input type="checkbox"/><br/>c. <input type="checkbox"/><br/>d. <input type="checkbox"/><br/>e. <input type="checkbox"/></p> <input type="checkbox"/> S<br><input type="checkbox"/> NYS | <p>a. <input type="checkbox"/><br/>b. <input type="checkbox"/><br/>c. <input type="checkbox"/><br/>d. <input type="checkbox"/><br/>e. <input type="checkbox"/></p> <input type="checkbox"/> S<br><input type="checkbox"/> NYS |

| Criteria |   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS)  |   |
|----------|---|---|---|
|          | <p>Student to demonstrate gentle handling of animal with hands or PPE/equipment that is humane. They are to demonstrate that they don't touch the area that is injured or in pain.</p> <p>e. Do the above while following workplace health and safety procedures</p>  |   |   |
| 11       | <p>Demonstrate that you are:</p> <p>a. Reassuring the animal in a caring manner<br/>Speaking in a soft slow voice and/or handling them in a species-appropriate manner.</p> <p>b. Making sure the animal is comfortable using available resources</p> <p>Provide animal with adequate support when handling. Provide padding in the box or carry cage and keep area clean.</p>  | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>                                    | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>                                    |
| 12       | <p>Use basic examination techniques to determine health status and accurately assess the physical condition (injuries) and three (3) vital signs of the animal</p> <p>Student is to demonstrate and discuss assessing the patients' injuries, general physical condition, such as breathing, demeanour, external injuries, hydration status, and 3 of the following vital signs: temperature, heart rate, pulse rate, respiratory rate or mucous membranes.</p> | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  |
| Task     | Part 3: Provide first aid assistance  | Animal 1  | Animal 2  |
| 13       | <p>Provide basic first aid according to established animal first aid procedures and management principles</p> <p>Student is to demonstrate and discuss:</p> <p><b>Scenario 1:</b> Provide warmth and fly-by O<sub>2</sub>.</p> <p><b>Scenario 2:</b> Provide warmth, cover wounds with gauze or material to control bleeding.</p>   | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  | <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p>  |
| 14       | <p>a. Seek first aid assistance or advice from others as appropriate and required</p> <p>While doing this:</p> <p>b. Speak clearly and calmly</p> <p>c. Listen actively</p> <p>Demonstrate calling veterinarian or asking veterinarian for instructions.</p>  | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> |
| 15       | <p>a. Keep the supervisor or appropriate personnel informed and updated on the animal's condition</p> <p>While doing this:</p> <p>b. Speak clearly and calmly</p> <p>c. Listen actively</p> <p>Demonstrate calling wildlife hospital or veterinarian and providing update once first aid applied.</p>   | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> | <p>a. <input type="checkbox"/></p> <p>b. <input type="checkbox"/></p> <p>c. <input type="checkbox"/></p> <p><input type="checkbox"/> S<br/><input type="checkbox"/> NYS</p> |

| Criteria |  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |
|----------|--|--|--|
| 16       | Identify one (1) of the following animal emergency networks in the local area (of the incident scenario): <ul style="list-style-type: none"> <li>• Veterinary service</li> <li>• Wildlife animal carer</li> </ul> <b>Student correctly identifies local emergency service, for example:</b> <ul style="list-style-type: none"> <li>• Wildlife rescue services such as: WIRES, RSPCA, DPI, local council</li> <li>• Veterinary: Any veterinary clinic/surgery/hospital</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 17       | Accurately record and maintain relevant information for animal and incident according to workplace procedures using industry terminology<br><b>Student accurately completes incident scenario reports/forms related to incident.</b>   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |

Module 12: ACMGEN310 Provide reception services for an animal care facility

**ACTIVITY 1: Provide clients with service & fee information**

To complete this activity, you are required to provide a client with information about one service and the fees associated with this service at your animal care facility. This will need to be recorded and is required to use face to face communication.

*Please note that this activity can be completed as a simulated interaction with your supervisor. The activity must be completed within the animal care facility, but your supervisor can act as a client receiving the information.*

**Instructions for recording:**

21. 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.
22. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
23. The recording should commence once the client asks you for information on the service and fees associated with the service.
24. For the video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o prepare for the recording of each activity by going through the demonstration tasks relevant for each animal care activity and ensure that all equipment, resources, and materials are made available to you in advance.
  - o 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 1: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

**Table 5 - Activity 1: Instructions for recordings (for Students)**

| Demonstration activity                        |  |
|---|--|
| 7. Appropriate terminology:                   | Use appropriate industry terminology to identify and describe services provided by your animal care facility.  |
| 8. Active listening & questioning techniques: | Use active listening and questioning techniques to determine the clients needs   |
| 9. Respond to the client:                     | Respond to the client's question by providing relevant information about the service provided by the facility and the fees associated with the service |
| 10. Questioning techniques                    | Use questioning techniques to confirm the client has received the information that required.   |



|                               |  |
|-------------------------------|--|
| <b>Demonstration activity</b> |  |
| 11. Record your interaction   | Document/record any information and the quote your provided the client according to workplace procedures |

**Table 6 – Activity 1: 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) |
|--|--|--|
| 8.   | The student,<br><input type="checkbox"/> Used appropriate terminology to identify and describe a service provided by the animal care facility  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 9.   | The student,<br><input type="checkbox"/> Used active listening and questioning techniques to determine the client's needs                      | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 10.  | The student,<br><input type="checkbox"/> Provided relevant information to the client about the service and the associated fees for the service | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 11.  | The student,<br><input type="checkbox"/> used questioning techniques to confirm the client has received the information they required          | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 12.  | The student,<br>Documented/recorded the information and quote they provided to the client  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| <b>COMMENTS</b><br>(Assessor to add comments related to the achievement of the observation requirements above)   |  |  |
|  |  |  |

## ACTIVITY 2: Workplace procedures

In this activity, you'll be required to familiarise yourself with workplace policies to answer the questions below.

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

- Dealing with distressed clients
- Client complaints
- Reporting animal welfare
- Stock control



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 12\_Activity 2\_Distressed clients" "Mod12\_Activity2\_client complaints" etc.)

**Task B:** Answer the short answer questions below using your workplace policies.

(Approximate word count: 50-150 words per question)

**Assessor instructions:** Students must demonstrate knowledge of the workplaces policies.

Question 1

How do you deal with a distressed client?

Students answer will vary depending on individual workplace policies. Please check student answers against the workplace policies they have submitted with the portfolio.

Question 2

What is process in handling initial complaints about products or services?

Students answer will vary depending on individual workplace policies. Please check student answers against the workplace policies they have submitted with the portfolio.

Question 3

If you suspect an animal is being mistreated, how would you report this?

Students answer will vary depending on individual workplace policies. Please check student answers against the workplace policies they have submitted with the portfolio.

Question 4

Describe your workplace procedure for maintaining and ordering stock.

Students answer will vary depending on individual workplace policies. Please check student answers against the workplace policies they have submitted with the portfolio.

### ACTIVITY 3: Calculating finances and percentages

For this activity you are required to answer short answer questions on calculating change and percentages.

#### Question 1

A client is paying with cash.

The total cost of services is \$95.60. They give you \$100.

How much change do you need to give the client?

**\$4.40**

#### Question 2

The facility is offering 25% off all preventative medications.

Revolution kitten & puppy is \$119.50

How much will Revolution puppy & kitten be during the sale?

**\$89.63 - \$89.65 will also be accepted**

### ACTIVITY 4: Calculate quantities, weight & time

For this activity, you are required to calculate quantities, weight & time using the scenarios below.

Scenario: Felix is a 6-year-old, domestic short hair cat. Felix weighs 4kg. Felix needs to be wormed.

The information provided on the product information says that 1 tablet should be given per 8kg.

How many tablets should Felix receive?

*(Note: The product information states that it is safe to cut the tablets).*

**A. Felix requires ½ a tablet**

Scenario: Rodger is a 12-month-old bull terrier who has come in for his vaccination booster. The last time Rodger visited the hospital he was 16 weeks old. Rodger weighed 1.7kg at 16 weeks. Today, Rodger weighs 12.3kg.

How much weight has Rodger gained between his two visits?

**A. 10.6kg**

Scenario: The head groomer requires the following times for each service:

Full groom – 50 minutes

Summer clip small dog – 45 minutes

Summer clip medium dog – 1 hour

Summer clip large dog – 1 hour and 15 minutes

Nail clip – 15 minutes

You receive a call from Alex who would like to book his 3 dogs in for a full groom and book his two cats in for a nail clip. Alex would prefer to have them all booked in on the same day.

How much time do you need to allocate to Alex's pets in total?

**A. 3 hours**

### ACTIVITY 5: Client appointments/bookings



For this activity, you are required to video record yourself making a client booking. In the video we must see you using the workplace software to navigate to the client record and book an appointment. You are required to effectively communicate with the client to ensure you book an appropriate time and day for the appointment. The communication with the client can either be over the phone or face to face.

*Please note that this activity can be completed as a simulated interaction with your supervisor. The activity must be completed within the animal care facility, but your supervisor can act as a client receiving the information.*

Client privacy and confidentiality should be protected in this video. Please use fake names and details for the purposes of this recording.

**Instructions for recording:**

25. 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.
26. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
27. The recording should commence once you start communicating with the client
28. For each video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o 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.
  - o 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 5: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

**Table 7 - Activity 5: Instructions for recordings (for Students)**

| Demonstration activity                           | Instructions for recording  |
|--|---|
| 4. Use appropriate terminology                   | Use appropriate terminology while communicating with the client   |
| 5. Use active listening & questioning techniques | Use active listening and questioning techniques to ensure you understand the clients need and book the relevant appointment.  |
| 6. Book the appointment                          | Use the animal care facility computer system to schedule the requested appointment. You will need to navigate to the client record and book an appointment accordingly. |
| 7. Confirm client details & booking              | Confirm the client details and the details surrounding the appointment. Update any details that have changed on the client record.                                      |
| 8. Compile & communicate                         | Compile the appointment information and pass this information on to relevant staff members  |

**Table 8 – Activity 5: 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) |
|--|--|--|
| 1.   | The student,<br><input type="checkbox"/> Uses appropriate terminology when communicating with the client   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 5.   | The student,<br><input type="checkbox"/> Uses active listening<br><input type="checkbox"/> Uses questioning techniques   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 6.   | The student,<br><input type="checkbox"/> Uses appropriate software and equipment to schedule a client appointment  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 7.   | The student,<br><input type="checkbox"/> Confirms client details and updates the client record accordingly<br><input type="checkbox"/> Provides the client with all relevant information surrounding the appointment | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 8.   | The student,<br><input type="checkbox"/> Compiles appointment information<br><input type="checkbox"/> Passes information on to relevant staff members  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| <b>COMMENTS</b><br>(Assessor to add comments related to the achievement of the observation requirements above)   |  |  |

|  |  |
|--|--|
| 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) |
|  |  |

**ACTIVITY 6: Financial transactions**

For this activity, you are required to video record yourself taking a financial payment. You are required to record yourself communicating with the client and taking payment according to workplace procedures.

*Please note that this activity can be completed as a simulated interaction with your supervisor. The activity must be completed within the animal care facility, but your supervisor can act as a client.*

Instructions for recording:

29. 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.
30. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
31. The recording should commence once you start communicating with the client
32. For each video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o 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 6: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - o 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 6: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

**Table 9 - Activity 6: Instructions for recordings (for Students)**

| Demonstration activity                                 | Instructions for recording  |
|--|---|
| 1. Confirm the amount required & offer payment options | Communicate the amount owing to the client and ask how they would like to pay. Provide a list of payment options if the client is unsure. |



| Demonstration activity                             | Instructions for recording   |
|--|--|
| 2. Follow workplace procedures to take the payment | Follow workplace procedures to take payment. This should include processing the payment in the system. |
| 3. Print or email an invoice                       | Provide the client with an invoice either via email or print.  |

**Table 10 – Activity 6: 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) |
|--|---|--|
| 1.   | The student,<br><input type="checkbox"/> communicates the amount owing<br><input type="checkbox"/> Asks how the client would like to pay and provides a list of payment options if required   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 2.   | The student,<br><input type="checkbox"/> follows workplace procedures to take payment from the client<br><input type="checkbox"/> Uses workplace computer system to mark and complete payment | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| 3.   | The student,<br><input type="checkbox"/> Provides the client with an invoice  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |
| <b>COMMENTS</b><br>(Assessor to add comments related to the achievement of the observation requirements above)   |   |  |
|  |   |  |

### ACTIVITY 7: Identify animals and assist in animal care tasks

For this activity, you are required to identify animals within the animal care facility and assist in an animal care task on two occasions. You are required to complete two animal care tasks and record each separately for assessing.

This activity must be completed twice and recorded twice.

#### Instructions for recording:

33. 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.
34. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
35. The recording should commence once you start communicating with the client
36. For each video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o 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 7: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - o 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 7: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

**Table 11 - Activity 7: Instructions for recordings (for Students)**

| Demonstration activity               | Instructions for recording   |
|--------------------------------------|--|
| 1. Identify an animal                | Locate the animal required using the name, species, breed and any permanent markings.  |
| 2. Restrain and transport the animal | Use safe and humane handling techniques to restrain the animal and transport it to the treatment area.   |
| 3. Assist in an animal care task     | Assist in performing an animal care task. This could include restraining the animal, providing topical treatment, health assessment or grooming the animal. You do not need to perform the entire task; you just need to assist someone completing the task. |
| 4. Return the animal to housing      | Use safe and humane handling techniques to restrain the animal and transport it back to the housing  |
| 5. Update animal records             | Update animal records to reflect the task completed  |

**Table 12 – Activity 7: 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  |
| 1.   | The student,<br><input type="checkbox"/> Locates the animal<br><input type="checkbox"/> Identify and confirm the animal using its name, species, breed and any permanent markings | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 2.   | The student,<br><input type="checkbox"/> Uses safe and humane handling techniques to restrain the animal and transport it to the treatment area.                                  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 3.   | The student,<br><input type="checkbox"/> Assists in an animal care task.  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 4.   | The student,<br><input type="checkbox"/> Uses safe and humane handling techniques to restrain the animal and transport it back to the housing                                     | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 5.   | The student,<br><input type="checkbox"/> Update animal records to reflect the task completed  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| <b>COMMENTS</b><br>(Assessor to add comments related to the achievement of the observation requirements above)   |   |  |  |
| Recording 1:   |   |  |  |
| Recording 2:   |   |  |  |

#### ACTIVITY 8: Maintain the reception area

For this activity, you are required to answer a short answer question and provide a photo of the reception area at your workplace.

Describe how you maintain the reception area and the tasks you complete daily to maintain cleanliness and hygiene.

Student answers will vary but should include:

- Vacuum and mopping the area
- Cleaning up spills immediately
- Emptying rubbish bins daily
- Wiping down all surfaces with disinfectant after each animal/client

Provide a photo of the reception area you have maintained

#### ACTIVITY 9: Monitor stock levels

For this activity, you are required to video record yourself monitoring stock levels and placing an order with supervisor approval.

*Please note that this activity can be completed as a mock up with your supervisor.*

##### Instructions for recording:

37. 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.
38. All participants in this recording must complete the Consent Form included in Section G of the Logbook.
39. The recording should commence once you start monitoring stock levels.
40. For each video recording, ensure that you,
  - o begin by providing an overview of the task you'll be demonstrating and the type of animal you'll be caring for
  - o provide a verbal commentary explaining the steps you are taking. (This will help the assessor identify your understanding of the tasks you are completing.)
  - o explain the critical aspects of what you are doing and what procedures you are following
  - o demonstrate the use of resources, equipment, and materials as appropriate for the work task
  - o 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 9: Instructions for recordings*) and ensure that all equipment, resources, and materials are made available to you in advance.
  - o 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 9: Observation Checklist*) and any associated feedback from your assessor once they have marked the assessment.

**Table 13 - Activity 9: Instructions for recordings (for Students)**

| Demonstration activity          | Instructions for recording   |
|---------------------------------|--|
| 1. Check office supplies        | Check office supplies and document items that require ordering                                       |
| 2. Check animal care products   | Check animal care products and document items that require ordering                                  |
| 3. Create an order              | Create an order according to workplace procedures and have it approved by your workplace supervisor. |
| 4. Place the order and document | Place the order and document any required information  |

**Table 14 – Activity 9: 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  |
| 5. 1   | 1. The student,<br><input type="checkbox"/> Checks office supplies<br><input type="checkbox"/> Documents any items that require ordering                                  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 2.   | The student,<br><input type="checkbox"/> Checks animal care products<br><input type="checkbox"/> Documents any items that require ordering                                | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 3.   | The student,<br><input type="checkbox"/> creates an order according to workplace procedure<br><input type="checkbox"/> Has the order approved by the workplace supervisor | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| 4.   | The student,<br><input type="checkbox"/> places the order<br><input type="checkbox"/> Documents any required information  | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| COMMENTS<br>(Assessor to add comments related to the achievement of the observation requirements above)          |   |  |  |
|  |   |  |  |



**Overview: Demonstrate your competency in sourcing and providing information for animal care needs**

**Overview:**

To demonstrate your ability to accurately and appropriately source and provide information for animal care needs, you are required to provide written descriptions, an updated individual animal record and two (2) videos as evidence of yourself providing information in an animal care workplace.

The evidence required for this assessment is specified in the following **Observation checklist – Demonstrated skills and competencies**.

**Prepare for your assessment**

- 4) Read the following **Observation checklists** (General assessment requirements and Demonstrated skills and competencies) to determine:
  - a) the general assessment requirements
  - b) the specific skills and competencies you need to demonstrate
  - c) the specific types of evidence you need to provide for each task.
- 5) Ask a team member and/or your supervisor to participate in the required videos.
  - a) You must fully brief your team member and any additional participants, providing them with the context of the demonstration, an outline of the skills and competencies you intend to demonstrate and a copy of the **Observation checklist – Demonstrated skills and competencies** so that they can prepare for the recording.
  - b) You must obtain consent from your team member and any additional participants at the start of the first recording in which they appear. To do this, record yourself reading the following consent statement aloud at the start of the video. Record your team member and any additional participants giving their consent by saying their name and job title.

If the same person appears more than once in your supporting evidence, you only need to obtain permission from them once.

**Consent statement:**

"This demonstration is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."

**Note:** The time taken to capture consent at the start of the recording does not count towards the recording time limit.
- 6) Where videos are required as supporting evidence:
  - a) **Your face must be clearly seen** as well as the skill/s you are demonstrating.
  - b) You must be wearing your work uniform
  - c) The video must be recorded in your workplace
  - d) Excluding any Consent Statements, video recordings should **not be longer than 5 minutes**.

Assessor to complete the following table:

**Table 1: Observation checklist – General assessment requirements**

(To be completed by the assessor when they assess the evidence provided by the student.)

| Criteria   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |  |
|--|--|--|
|  | Video 1  | Video 2  |
| Locations of video recordings are in an animal care workplace.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| Additional participant/s have provided their consent.<br><b>Note:</b> The time taken to capture consent at the start of the recording does not count towards the recording time limit. | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |
| Excluding any Consent Statements, all videos are less than 5 minutes long.   | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         | <input type="checkbox"/> S<br><input type="checkbox"/> NYS |

Assessor to complete the following table:

**Table 2: Observation checklist – Demonstrated skills and competencies**

| SCENARIO:  |   |  |
|--|---|--|
| <p>You work at <i>ABC Boarding Facility</i> as a retail assistant and animal care attendant. Ms Fisher is the owner of a chocolate Labradoodle named Ollie (microchip number: 648295641003200). She is intending to board him for four weeks at <i>ABC Boarding</i>.</p> <p>On 6 January 2023, Ms Fisher comes in to ask you about the food Ollie will be provided and whether she can have him groomed during his stay. You inform her that <i>ABC Boarding</i> offers a range of generic-breed (rather than breed-specific) <b>Royal Canin dry dog foods</b> and that a range of grooming services are available. You go on to source and provide her with more specific information that is appropriate for Ollie.</p> <p><b>Instructions:</b> Complete the following tasks with the information specific to this scenario.</p> |   |  |
| Tasks  | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
| 1  | <p><b>Use appropriate interpersonal skills to identify client information needs</b></p> <p>You need to ask Ms. Fisher some questions to accurately identify exactly the information she needs and to be able to find suitable products and services for Ollie’s requirements.</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Tasks | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|-------|--|--|
|       | <p>1) Use the following information to role play and record a 3-5 minute conversation with the client where you:</p> <ul style="list-style-type: none"> <li>a) Confirm type of information Ms. Fisher needs about animal care products and services (basic dietary needs and grooming services).</li> <li>b) Demonstrate active listening and appropriate non-verbal interpersonal skills while you accurately identify Ms. Fisher's information needs (the food Ollie will be given during his stay and the type of groom she wants for him).</li> <li>c) Demonstrate questioning techniques, such as funnelling, to obtain and confirm the following additional information from Ms. Fisher: <ul style="list-style-type: none"> <li>i. Ollie's sex (desexed male)</li> <li>ii. Ollie's age (2 years old)</li> <li>iii. Ollie's weight (26 kg)</li> <li>iv. Any dietary requirements Ollie may have (none)</li> <li>v. Whether Ollie just needs bathing or if he needs clipping as well (needs a full coat clip).</li> </ul> </li> </ul> <p>2) Based on the information provided in the role play, identify Ollie's species and life stage.<br/><b>Canine, adult.</b><br/><b>Assessor instructions:</b> Students must correctly identify both pieces of information.</p> <p>3) Save and upload the video using this file name:<br/><b>&lt;ACMGEN205_Portfolio_Video 1_Name of Student&gt;</b><br/><b>Assessor instructions</b><br/><b>In the video, the student must:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> begin the video with the Consent Statement</li> <li><input type="checkbox"/> be wearing their uniform and clearly be in their workplace</li> <li><input type="checkbox"/> be seen conversing with another person</li> <li><input type="checkbox"/> demonstrate active listening or non-verbal communication techniques at least twice, such as making appropriate gestures, facing the other person, maintaining eye contact for an appropriate length of time, smiling, allowing the other person to finish speaking, etc. (refer to Topic 2, Subtopic 1, Interpersonal and communication skills in the workplace for a full list of suitable actions).</li> </ul> |  |

| Tasks | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|-------|---|--|
|       | <p><input type="checkbox"/> ask an open-ended question followed by a closed-ended question at least once</p> <p><input type="checkbox"/> confirm Ms Fisher requires information regarding basic dietary needs during Ollie's time boarding</p> <p><input type="checkbox"/> obtain and confirm all four points of additional information.</p> <p><b>Assessor comments for student:</b></p>   |  |
| 2     | <p><b>Source, interpret and document information for a specific product for the care of the animal</b></p> <p>1) Source information about a suitable Royal Canin dry dog food for Ollie from a validated internet site.</p> <p>2) Document the source appropriately.</p> <p><b>Assessor instructions</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>Identify Adult Maxi (adult dry food not associated with a dietary requirement).</li> <li>provide the manufacturer's URL as the most reputable source of information. Assessor to check the link is to the appropriate product.</li> <li>include a brief note for context but may use different wording compared to the following benchmark answer,</li> <li>include reference to 6 January 2023 but may use any date format.</li> </ul> <p><b>Benchmark answer:</b></p> <p>Adult Maxi<br/> <a href="https://www.royalcanin.com/au/dogs/products/retail-products/maxi-adult-dry">https://www.royalcanin.com/au/dogs/products/retail-products/maxi-adult-dry</a><br/> Food for Ollie<br/> 06/01/2023</p> <p>3) Identify the total amount of food Ollie should receive each day as a dog of medium activity-level.</p> <p>319 g (3+3/8 cups)</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Tasks    | <b>Criteria</b><br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|----------|--|--|
|          | <b>Assessor comments for student:</b>  |  |
| <b>3</b> | <p><b>Source and interpret information for a specific service for the care of the animal</b></p> <p>1) Access the <b>ABC Boarding Grooming Menu</b> and explain why the Basic and Essential Groom options are not suitable for Ollie.</p> <p><b>The Basic and Essential Groom options do not include a full coat clip, as specified by Ms. Fisher.</b></p> <p>2) Identify the type of source of the <i>ABC Boarding Grooming Menu</i> by checking one (1) of the following boxes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Industry association</li> <li><input type="checkbox"/> Government register</li> <li><input type="checkbox"/> Product brochure</li> <li><input type="checkbox"/> Safety data sheet</li> <li><input type="checkbox"/> Supervisor or other workplace team members</li> <li><input type="checkbox"/> Validated internet site</li> <li><input checked="" type="checkbox"/> <b>Library or workplace resource</b></li> </ul> <p>Use the information in the <i>ABC Boarding Grooming Menu</i> to answer Ms. Fisher's questions regarding grooming services for Ollie.</p> <p>3) What are the differences in service between the deluxe groom and the ultimate groom?</p> <p><b>The Ultimate Groom offers a styled full body clip and scissor trim of face, feet and legs, while the Deluxe Groom offers a basic full body clip and scissor trim of only the face and feet.</b></p> <p>4) How much would the deluxe and ultimate grooms cost for Ollie?</p> <p>Deluxe Groom: <b>\$55</b></p> <p>Ultimate Groom: <b>\$95</b></p> <p>5) What are the safety concerns associated with the grooming services?</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Tasks | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)   | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|-------|--|--|
|       | <p>Although incidents are very rare, there is a small risk to the animal during grooming, such as nicks or scratches from sharp equipment.</p> <p>There is also a small risk of water or products getting into the eyes or ears of the animal, the animal experiencing an allergic reaction to a product, or of the grooming service itself causing the animal anxiety.</p> <p><b>Assessor instructions:</b> Students may use different wording to the benchmark answers for Q1, 3 and 5. However, provided details must reflect the characteristics described in the benchmark answers.</p> <p><b>Assessor comments for student:</b></p>  |  |
| 4     | <p><b>Clarify and confirm accuracy and suitability of information</b></p> <p>Read the following transcript of a conversation you have with Ms. Fisher regarding Ollie’s vaccination status.</p> <p><i>(Conversation starts)</i></p> <p><b>You:</b> “While you are here, Ms. Fisher, can I please confirm Ollie’s vaccination history? We require all dogs to have had their C5 vaccination within the last 12 months before they stay with us.”</p> <p><b>Ms. Fisher:</b> “Oh, really? I thought Ollie only needed a booster every three years. His last vaccination was about 18 months ago.”</p> <p><b>You:</b> “Hmmm, ok. Let me go double check with my supervisor.”</p> <p><i>(Conversation ends)</i></p> <p>1) Use the following information to role play and record a 2-3 minute conversation with your supervisor where you ask your supervisor:</p> <ol style="list-style-type: none"> <li>how often a dog should get its C5 vaccination. (Every 12 months.)</li> <li>why it needs to be annually, rather than every three years. (The CRI components only last 12 months. The other three components last for three years.)</li> <li>whether Ollie is required to have another booster before he boards. (Yes. Please ask the owner to provide a vaccination record as evidence. They can either email it or show it on arrival.)</li> </ol> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

| Tasks | Criteria<br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|-------|---|--|
|       | <p>2) Save and upload the video using this file name:<br/> <b>&lt;ACMGEN205_Portfolio_Video 2_Name of Student&gt;</b></p> <p><b>Assessor instructions</b></p> <p>In the video, the student must:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> begin the video with the Consent Statement (if the additional participant did not participate in video 1)</li> <li><input type="checkbox"/> be seen conversing with another person</li> <li><input type="checkbox"/> be wearing their uniform and clearly be in their workplace</li> <li><input type="checkbox"/> confirm and clarify all three points.</li> </ul> <p><b>Assessor comments for student:</b></p>  |  |
| 5     | <p><b>Provide information to the client</b></p> <p>Complete the following email to Ms. Fisher confirming the information you provided her in person.</p> <p style="text-align: right;">ABC Boarding<br/>       &lt;insert appropriate date 06/01/2023&gt;</p> <p>Dear Ms Fisher,</p> <p>As requested, I am writing to you to provide you with the information you requested earlier today.</p> <p>Regarding the food Ollie will receive during his stay, the most appropriate product for him is Royal Canin's <b>Adult Maxi</b> &lt;insert product name here&gt; because <b>he does not have any specified dietary requirements</b> &lt;insert reason here&gt;. You can read more about this product if you follow the hyperlink &lt;insert relevant hyperlink here&gt;.</p> <p>We also offer a range of grooming services at ABC Boarding. Based on our discussion today, the two most suitable services are the Deluxe Groom and the Ultimate Groom.</p> <p>The key difference between these services are &lt;insert differences here&gt; <b>that the Ultimate groom offers a styled full body clip and scissor trim of face, feet and legs, while the deluxe groom offers a basic full body clip and scissor trim of only the face and feet.</b> The cost of the Deluxe Groom is \$55 &lt;insert price here&gt; while the Ultimate groom costs \$95 &lt;insert price here&gt;.</p> <p>Once you have made a decision about Ollie's groom, please let me know by either replying to this email or giving us a call.</p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

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|-------|--|--|
|       | <p>We will also need to see a copy of Ollie’s vaccination record showing he has had his C5 booster. You can either email us a copy or just show us when you bring him in.</p> <p>If you have any further queries, please do not hesitate to contact us again.</p> <p>Best wishes<br/>           &lt;Insert student name here&gt;</p> <p><b>Assessor instructions</b><br/>           Students may use different wording to describe the reason for using the dog food and the differences between the services. However, provided details must reflect the characteristics described in the benchmark answers.</p> <p><b>Assessor comments for student:</b></p>   |  |
| 6     | <p><b>Access and update the individual animal’s record</b></p> <p>Ms. Fisher calls <i>ABC Boarding</i> a few days later to book an Ultimate Groom for Ollie during his stay and to inform you that he has now had his C5 booster vaccination.</p> <p>1) Access Ollie’s individual animal record from the following supplied workplace records:</p> <ul style="list-style-type: none"> <li>• 573007741883456</li> <li>• 648295641003200</li> <li>• 720263856342867</li> </ul> <p>2) Update the record to include the:</p> <ol style="list-style-type: none"> <li>a) type and volume (in cups) of food Ollie will receive during his stay</li> <li>b) date of Ollie’s C5 vaccination (09/01/2023)</li> <li>c) grooming information in the additional services section</li> <li>d) price of an Ultimate Groom in the invoice total.</li> </ol> <p>3) Save and upload the updated animal record using this file name:<br/>           &lt;ACMGEN205_Updated animal record 3_Name of Student&gt;</p> <p><b>Assessor instructions</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NYS                         |

- Commented [SH1]: Geoff's record
- Commented [SH2]: Ollie's record
- Commented [SH3]: Arya's record



| Tasks | <b>Criteria</b><br>(To be completed by the assessor when they assess the evidence provided by the student.)  | Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NYS) |
|-------|--|--|
|       | <p>Check student responses in the uploaded file. Benchmark responses are supplied in <b>ACMGEN205_SWLA2_02_Animal record_AG</b>. Students may split the 3+3/8 cups of food across the two meals in any way.</p> <p><b>Assessor comments for student:</b></p> |  |