



TRAINING AND ASSESSMENT STRATEGY FEE FOR SERVICE – DISTANT EDUCATION

ACM30321 Certificate III in Wildlife and Exhibited Animal Care

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INTRODUCTION

Acronyms you will find in this document.

Acronym	Definition
ACPET	Australian Council for Private Education & Training
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
CT	Credit Transfer
CTC	Careers Training Centre
NVR	National VET Regulator
QID	Quality Indicator Data
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
VET	Vocational Education and Training
The Act	National Vocational Education and Training Regulator Act 2011
The Standards	Standards for Registered Training Organisations (RTOs) 2015
USI	Unique Student Identifier

Definitions

Training and assessment strategy means a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process. (Source Standards for Registered Training Organisations (RTOs) 2015)

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.¹

¹ Source: The Standards for Registered Training Organisations (RTOs) 2015

TRAINING AND ASSESSMENT STRATEGY

Code:	ACM30321	Title:	Certificate III in Wildlife and Exhibited Animal Care		
Release:	1	Release status:	Current	Usage recommendation:	Current
Parent training package:	ACM Animal Care and Management				

Career Prospects

Working with animals is an increasingly popular career choice. Many people begin working with animals at an early age – they may instinctively have a desire to care for animals and for some, a hobby turns into a fulfilling career.

For others, working with animals is a rewarding career change that allows them to fulfil a lifelong dream. A more mature person searching for a career working with animals, may have no animal welfare experience and not be sure where to start in terms of which career with animals to follow. Having good work experience, life skills and being able to demonstrate a genuine interest in animal welfare, is a good starting point.

The animal care and management industry offer a wide and diverse range of career opportunities and pathways, both within and across industry sectors.

There is an extensive volunteer workforce. As an example, the NSW Wildlife Council (NWC) is the state's peak body representing over 4,000 wildlife rescuers throughout NSW and the Queensland RSPCA operates with the assistance of 2,000 volunteers.

Overseeing compliance with federal, state and/or territory legislation is a significant requirement for all industry enterprises. Sector compliance areas include but are not limited to:

- animal health, welfare and ethical obligations
- biosecurity and quarantine procedures
- care and use of animals for scientific purposes
- duty of care to workers
- euthanasia of animals
- local government regulations
- micro chipping
- occupational health and safety (WHS) responsibilities
- protection of native wildlife
- radiography
- use and application of therapeutic and controlled substances
- waste handling and disposal including biological hazardous waste.

Working with exhibited animals involves the management and care of animals within exhibited environments. Animal keepers and/or carers are employed throughout Australia and work in zoos, wildlife parks and shelters, aquaria and theme parks. They provide expert care and management of exhibited animals usually as part of an integrated team.

Animal keepers have a wide range of practical skills and knowledge, including general animal care and management, preparing and maintaining animal housing, preparing animal diets and monitoring feeding. They may also monitor and maintain animal health, monitor animal reproduction, and assist with capturing, restraining and moving animals. In addition, animal keepers may also be involved in identifying behavioural traits, implementing improved husbandry, rehabilitating and releasing native wildlife, and in preparing and presenting information to the public.

Caring for sick, injured and orphaned wildlife is a task that requires skill and commitment. The NSW Wildlife Information Rescue and Education Service (WIRES) operates from 30 branches spread throughout NSW with approximately 2000

volunteer carers. Queensland has more than 2000 wildlife volunteer carers. According to WIRES there is an acute shortage of volunteers and foster families to nurse wild animals back to health so they could be returned to the wild.

Membership of the Zoo and Aquarium Association (ZAA) includes 75 zoos, aquariums and other wildlife facilities in Australia, New Zealand and the South Pacific. This includes institutions that are government-owned, not-for-profit trusts and privately-owned for profit zoos and aquariums. Australian member institutions:

- employ over 2,600 staff
- enjoy the services of over 1600 volunteers
- have a 300,000 strong public support membership base
- including flow-on economic value, contribute approximately \$510 million to the economy.

This qualification is a general industry qualification for persons operating at pre-trade level and undertaking animal care functions in an exhibited animal facility or institution. It is highly recommended that whilst undertaking this qualification, the learner should have access to an exhibited animal workplace through either paid employment or substantial periods of vocational work placement or work experience blocks.

When you complete the ACM30321 Certificate III in Wildlife and Exhibited Animal Care graduates will be qualified to apply for various positions including Assistant Keeper, Animal care attendant and Wildlife animal carer.

Job roles

Job roles covered by this qualification may include:

- Zookeeper/Animal carer
- Native wildlife carer
- Wildlife rehabilitator
- Animal technical officer
- Aquarist.

The Animal Care and Management industry provides work opportunities in all parts of Australia, the majority through small business enterprises employing between one and three staff. The pet industry alone provides employment for over 44,000 people, both directly and indirectly covering full-time, part-time, and casual positions.

Key occupation information²

Pathways from the qualification

After achieving this qualification, candidates may undertake ACM40221 Certificate IV in Animal Facility Management that defines higher level job functions. Pathways for candidates considering this qualification include:

- direct entry
- vocational training and/or work experience across a range of work settings.

Visit <http://www.discovertourism.com.au> for information on careers within hospitality and tourism.

Articulation

Students who successfully complete the ACM30321 Certificate III in Wildlife and Exhibited Animal Care can gain credits for subjects included in the ACM40221 Certificate IV in Animal Facility Management if they decide to continue their studies. Under the Australian Qualifications Framework (AQF) Certificate III is AQF Level III.

AQF1 Certificate I

AQF2 Certificate II

AQF3 Certificate III

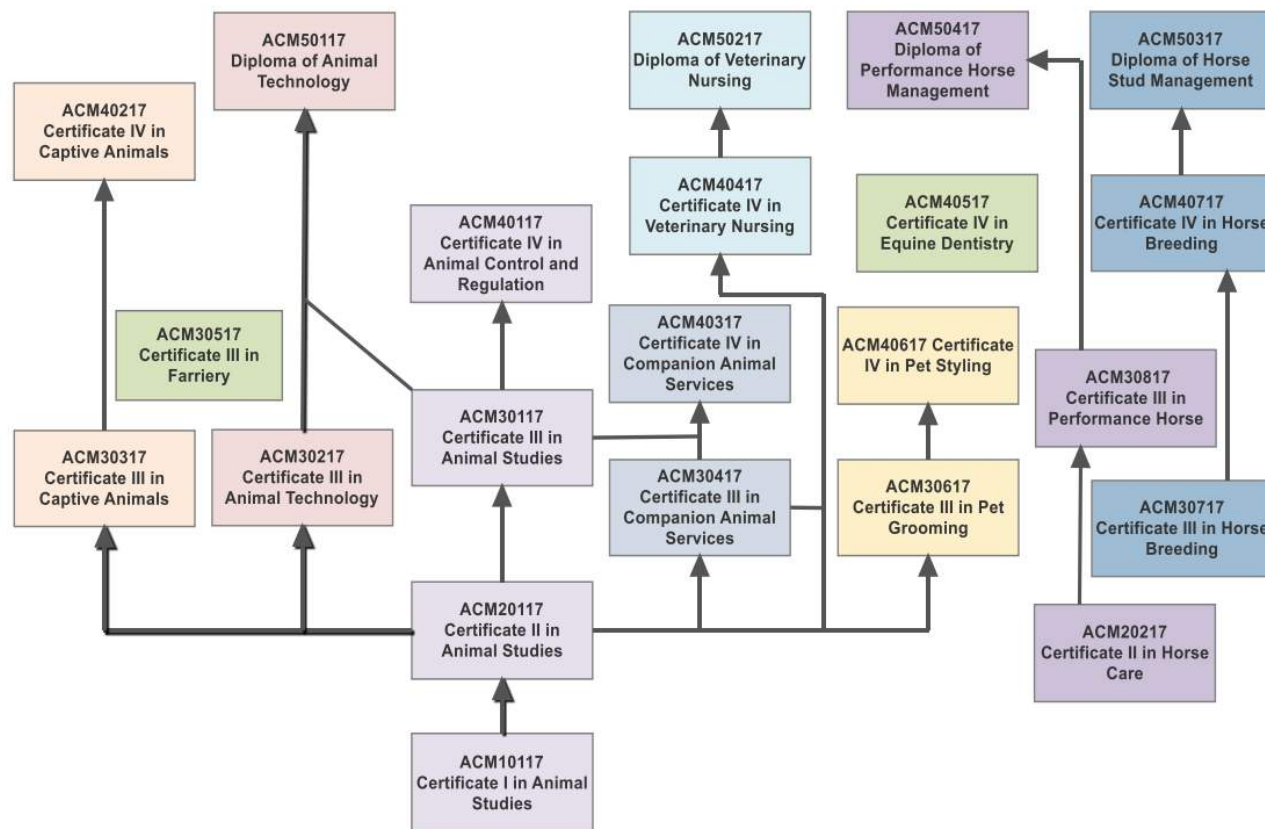
AQF4 Certificate IV

AQF5 Diploma

AQF6 Advance Diploma

² Job Outlook – www.joboutlook.gov.au & Australian Jobs 2011 www.deewr.gov.au/Employment/Researchstatistics/Documents/

ACM Animal Care and Management



ref: ACM Animal Care and Management Training Companion Volume Implementation Guide Release 1 2017

Awards

Upon successful completion of all units of competencies in the course, students will be issued with a ACM30321 Certificate III in Wildlife and Exhibited Animal Care. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

Entry Requirements

There is no required minimum or maximum age limit to complete the ACM30321 Certificate III in Wildlife and Exhibited Animal Care. We recommend that applicants should have successfully completed year 10. Mature age and students with prior learning and experience should also apply. Students must meet the selection criteria and demonstrate good English skills, both written and verbal, and basic numeracy skills.

Due to the high level of Workplace Health and Safety responsibilities involved, we reserve the right to decline an application at our discretion. An application may also be dependent on an individual's health and level of fitness as some of the duties involved can be physically demanding.

Access & Equity

Careers Training Centre (CTC) believes that everyone deserves to have the opportunity to successfully gain skills, knowledge and experience through vocational education and training. This policy has been developed to address the particular requirements of potential students, existing students, CTC staff and other clients.

Careers Training Centre is responsible for fulfilling its commitment to access and equity by ensuring continued participation of target groups in VET programs.

These target groups include:

- Women
- Aboriginal and Torres Strait Islander peoples

- People from non-English speaking backgrounds
- People with a disability
- Rural and regionally isolated communities
- People in transition and other special groups (i.e. people re-entering the workforce, sole parents, people with literacy issues and the long-term unemployed)

Careers Training Centre follows the Disability Standards for Education 2017, The Anti-Discrimination Act 1991 and the Disability Discrimination Act (DDA) 2010. Courses are discussed individually with students in a pre-enrolment interview with clear expectations, course outline and requirements, and Workplace Health & Safety requirements given to the individual including:

- Clear course information highlighting core or inherent requirements for the student to make an informed decision
- Enrolment choice and processes discussed
- Once disability is disclosed a meeting is set to explore whether any adjustments could be made or an alternative to course/competencies are possible

These conversations are ongoing during a student's enrolment and all reasonable adjustment is considered. For further information, please refer to the Student Handbook.

Language, Literacy and Numeracy Support

All students will be assessed on their Language, Literacy and Numeracy (LL&N) skills on enrollment. This assessment allows CTC to assess the student's competency with literacy and numeracy standards, to then design assessment tasks that support the student learning style, as well as offering ongoing mentoring and support services when required. If assistance is required in any of these areas, this will be discussed with you and one-on-one assistance will be arranged to suit your needs. For further information, please refer to the Student Handbook and support services available.

Unique Student Identifier (USI)

As of the 1st January 2015, any student who is undertaking Nationally Accredited Training with a Registered Training Organisation (RTO) will need to have a Unique Student Identifier (USI).

At your induction, Careers Training Centre will give you the '**Australian Government – Department of Industries Skills Fact Sheet**'. This will explain what the USI is, how to obtain one and what it is used for.

For further information, go to www.usi.gov.au.

DELIVERY OF THE COURSE

For those seeking to enter the industry the ACM30321 Certificate III in Wildlife and Exhibited Animal Care is delivered by on-the-job training with work placements in the industry, off-the-job training through a learner management system, tutorials via zoom, teams or phone, and by the 'self-paced' method of learning.

Students are able to request tutorials and one on one tutoring and /or mentoring by discussing their needs with a trainer or assessor. Tutorials can be via zoom, teams or phone. Times for accessing these services will be by mutual agreement and allows students to balance their personal commitments with their study and training needs. Careers Training Centre will ensure learners have every reasonable opportunity to complete their training program with clear, regular open communication.

Students must complete a literacy and numeracy assessment prior to the start of training. This assessment allows CTC to assess the student's competency with literacy and numeracy standards and design assessment tasks that support the student learning style as well as offering ongoing mentoring and support services when required.

A minimum of one shift per week as a volunteer in a work placement is required at an exhibited animal commercial business environment over the duration of the qualification to gain a competency in the ACM Animal Care and Management Training Package

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks - evidence via photos and recorded on video, or zoom / teams meeting
- Activities in the work environments – evidence via photos, recorded on video, zoom or teams meeting
- Work placements – experience in the exhibited animal industry environments. The object of the work placement is to give you practical training and experience related to the units.
- Tutorials - times arranged by mutual agreement throughout the course via zoom, teams, or phone.
- Trainers will work with your work placement/employer to ensure that training and the duties undertaken in the workplace support the learning process.

The object of the vocational work placement is to give the student practical training and experience related to the units which is a requirement under the training and assessment Vocational Education and Training packing rules.

Assessment Strategy

Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks. The assessment coding which will apply is either C or NYC, where C is Competent and NYC is Not Yet Competent. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible, fair and cost effective. Assessment strategies encompass a range of techniques, which include, but are not limited to the use of:

- | | | |
|-------------------------------------|--------------------------------------|------------------------|
| ✓ Direct observation of performance | ✓ Oral questioning | ✓ Projects/assignments |
| ✓ Workplace activities | ✓ Practical exercises | ✓ Work portfolios |
| ✓ Role Plays and scenarios | ✓ Video evidence of practical skills | ✓ Verbal questioning |

Duration: The expected completion time is 78 weeks with a minimum of one day work placement per week (volunteer or paid employment). Tutorials are available to all students on mutual agreement via zoom, teams or phone.

Volume of learning 1200 - 2400 hours over 1 -2 year

Students must show a willingness to complete

Australian Apprenticeships

For information on the Australian Apprenticeships Incentives Program, please visit www.australianapprenticeships.gov.au or call the Australian Apprenticeships Referral Line on 13 38 73.

Services

As part of our ongoing commitment to provide advice and support services we provide to all our clients/students the following services upon request:

- ✓ welfare and guidance services
- ✓ appeals and complaints procedures
- ✓ disciplinary procedures
- ✓ staff responsibilities for access and equity
- ✓ Recognition Prior Learning (RPL) & Credit transfer (CT) arrangements
- ✓ Mentors
- ✓ Tutorials
- ✓ client selection, enrolment and induction/orientation procedures
- ✓ course information including content and vocational outcomes
- ✓ fees/charges, including refund policy and exemptions (where applicable)
- ✓ provision for language, literacy and numeracy assessment
- ✓ client support, including any external support the RTO has arranged for clients flexible learning and assessment procedures

FOUNDATION SKILLS SUMMARY

The following table contains a summary of the foundation skills required by the hospitality industry for this qualification. The foundation skills described here are broad industry requirements that may vary depending on qualification packaging options.

Writing	Level 1
Vocabulary	Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available Uses vocabulary with increasing precision to show how words carry particular shades of meaning Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank uses some familiar acronyms – Where appropriate to task or context, uses some common idioms
Grammar	Uses introductory phrases which indicate that an opinion, or a fact, is being offered Uses some complex and compound sentences Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints Uses dependent clauses introduced by words such as <i>although, when, if, while</i> Uses a range of tenses
Punctuation	Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks
Spelling	Uses a spell checker with increasing understanding, independence and awareness of its limitations Spells with reasonable accuracy Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin
Legibility	Uses a legible handwriting style or a computer font appropriate to the audience and purpose
Learning	
Locating, evaluating and organising information	Poses some who/what/why questions to help focus an information search Independently searches the internet, using key words, simple questions and 'trial and error' approaches Evaluates the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose or opinion/factual Begins to consider the validity of a source, e.g. an opinion or factual text on the internet Uses some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control
Reading	
Complexity	Understands familiar texts of limited complexity that may incorporate graphs, tables and charts Understands texts requiring integration of a number of ideas and pieces of information and some inference Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice
Prediction and prior knowledge	Draws on prior knowledge of familiar topics and text structures to read ahead Integrates new ideas and information with existing understanding
Writing	
Range	Produces a range of text types (familiar and some unfamiliar), with appropriate structures
Structure and cohesion	Sequences writing to produce cohesive text Interrelates ideas and information and some support material when writing about familiar topics Uses layout consistent with text type
Oral communication Speaking	
Range and context	Uses structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving, and exploring issues in everyday situations
Audience and purpose	Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose
Cohesion and structure	Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
Pronunciation and fluency	Refines intended meaning, varying speed and changing tone or emphasis when speaking Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances
Non-verbal communication	Uses interactional strategies such as non-verbal feedback in order to support effective communication
Oral communication Listening	
Range and context	Derives meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving and exploring issues in everyday situations

	Identifies gist of oral texts with some unfamiliar elements, e.g. movies or presentations
Structure and grammar	Recognises introductory phrases which indicate that an opinion or a fact is being offered Comprehends dependent clauses introduced by words such as <i>although, when, if, while</i> Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints Understands a range of tenses
Comprehension	Comprehends longer oral texts with limited complexity Listens for relevant information in order to make notes from oral texts on a range of everyday topics
Non-verbal communication	Provides non-verbal feedback in order to show interest or attitude

EMPLOYABILITY SKILLS SUMMARY

The following table contains a summary of the employability skills required by the exhibited animal industry for this level of qualification.

Skill	Aspects of the skill that employers identify as important. The nature and application of these will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> listening and understanding speaking clearly and directly writing to the needs of the audience negotiating responsively reading independently empathising using numeracy effectively understanding the needs of internal and external customers persuading effectively establishing and using networks being assertive sharing information
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> working across different ages irrespective of gender, race, religion or political persuasion working as an individual and as a member of a team knowing how to define a role as part of the team applying teamwork to a range of situations e.g. futures planning and crisis problem solving identifying the strengths of team members coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> developing creative, innovative and practical solutions showing independence and initiative in identifying and solving problems solving problems in teams applying a range of strategies to problem solving applying problem-solving strategies across a range of areas testing assumptions, taking into account the context of data and circumstances
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> adapting to new situations developing a strategic, creative and long-term vision being creative identifying opportunities not obvious to others translating ideas into action generating a range of options initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> managing time and priorities - setting time lines, coordinating tasks for self and with others being resourceful taking initiative and making decisions adapting resource allocations to cope with contingencies establishing clear project goals and deliverables allocating people and other resources to tasks planning the use of resources, including time management participating in continuous improvement and planning processes developing a vision and a proactive plan to accompany it predicting - weighing up risk, evaluating alternatives and applying evaluation criteria collecting, analysing and organising information understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> having a personal vision and goals evaluating and monitoring own performance

	<ul style="list-style-type: none"> having knowledge and confidence in own ideas and visions articulating own ideas and visions taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> managing own learning contributing to the learning community at the workplace using a range of mediums to learn - mentoring, peer support and networking, IT and courses applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) having enthusiasm for ongoing learning being willing to learn in any setting - on and off the job being open to new ideas and techniques being prepared to invest time and effort in learning new skills acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> having a range of basic IT skills applying IT as a management tool using IT to organise data being willing to learn new IT skills having the OHS knowledge to apply technology having the appropriate physical capacity

Qualification rules

To achieve a ACM30321 Certificate III in Wildlife and Exhibited Animal Care, 16 units must be completed: 12 Core units and 4 Elective units

Core units		Pre REQUISITES	Nominal Hours
ACMEXH301	Work within a zoological facility	Nil	60
ACMGEN301	Prepare and present information to the public	Nil	40
ACMEXH303	Prepare and maintain animal habitats	Nil	50
ACMEXH304	Assist with capturing, restraining and moving animals	Nil	40
ACMGEN304	Promote positive wellbeing in self and others in animal care workplaces	Nil	40
ACMGEN303	Assess the welfare status of an animal	Nil	60
ACMGEN311	Maintain and monitor animal health and wellbeing	Nil	50
ACMBEH302	Provide enrichment for animals	Nil	40
ACMGEN312	Provide nutritional requirements for animals	Nil	60
ACMWHS301	Contribute to workplace health and safety processes	Nil	50
ACMSUS401	Implement and monitor environmentally sustainable work practices	Nil	40
ACMGEN315	Communicate effectively with clients and team members	Nil	30
ACMEXH301	Work within a zoological facility	Nil	60
Elective units			
ACMEXH309	Contribute to exhibit design and renovation planning	Nil	50
ACMEXH305	Monitor animal reproduction	Nil	40
ACMINF301	Comply with infection control policies and procedures in animal care work	Nil	60
HLTAID011	Provide First Aid	Nil	18

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: The expected completion time is 78 weeks with periodic tutorials by mutual agreement throughout the course and minimum one day work placement per week (volunteer or paid employment).

Volume of learning 1200 - 2400 hours over 1 -2 year

Students must show a willingness to complete

The program will be delivered through a learner management system, projects and research that will build technical and legislative knowledge that will be balanced with a specific industry environment, where students are required to attend work placements for a minimum of one shift each week to the gain practical skills and knowledge and benchmarking standards of the industry.

To ensure consistency in a student's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities.

3rd Party and Demonstration/Observation assessments will be undertaken by supervisors in the workplace with a minimum of 5 years experience and preferably with Certificate III in Wildlife and Exhibited Animal Care. The supervisor assessing the student in the workplace will need to provide evidence to Careers Training Centre of experience as a wildlife keeper via resume, qualifications, letter of support from management.

This qualification can be applied to students who are unable to assess a workplace or who have not previously worked in an exhibited animal environment. Students are required to attend a minimum of one shift vocational work placement a week on a consistent basis. The vocational work placement is required to gain the practical skills and knowledge required for this qualification under the Vocational Education and Training packing rules.

The training and assessment environment will access industry workplaces in exhibited animals with a high degree of supervision to allow practical learning in a variety of situations, a variety of animal species and task variety. The units are suitable for the assessor to contextualise to local industry activities and duties and tasks undertaken which will be discussed with the student.

Students currently working within a exhibited animal facility (paid or a volunteer) may be assured of the same quality of training from Careers Training Centre. We will work wherever we can with your employers to gain the best possible outcome.

Please see the student handbook for more details.

The range of teaching and learning strategies used to deliver the competencies include:

- Practical tasks - face to face or evidence via photos and recorded on video, or zoom / teams meeting
- Activities in the work environments – face to face or evidence via photos, recorded on video, zoom or teams meeting
- Work placements – experience in the exhibited animal industry environments. The object of the work placement is to give you practical training and experience related to the units.
- Tutorials - times arranged by mutual agreement throughout the course via zoom, teams, or phone.
- Trainers will work with your work placement/employer to ensure that training and the duties undertaken in the workplace support the learning process.
- Careers Training Centre utilizes the services of an Indigenous Mentor to work with any student who requires the assistance of a mentor.

Careers Training Centre will ensure learners have every reasonable opportunity to complete their training program with clear, regular open communication. If students are not showing progress, their ACM30321 Certificate III in Wildlife and Exhibited Animal Care may be cancelled.

Course structure.

Careers Training Centre will integrate the activities, bringing together several units that reflect real industry outcomes and processes.

Set out below are a series of defined activities that participants will achieve in their work placement. This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program.

Time Required	Topic Theme / Guidelines	Unit of Competency
15 weeks	<p>Theme: Fundamentals and safety of a exhibited animal facility</p> <p>Focus:</p> <p>Safety in the workplace involving known routines, methods and procedures</p> <p>Contingency measures and within known time constraints</p> <p>Communication</p> <p>Sources of information about The exhibited animal Environment</p> <p>Roles and functions</p> <p>Cultural understanding and expectations</p> <p>Working in a Team</p> <p>leadership in resolution of specified problems</p> <p>group or team co-ordination</p>	<p>ACMWHS301</p> <p>ACMEXH301</p> <p>HLTAID011</p> <p>ACMSUS401</p>
16 weeks	<p>Theme: Information and requirements of an exhibited animal facility</p> <p>Focus:</p> <p>Stock Control and Record Keeping</p> <p>Standards of the industry</p> <p>Communication</p> <p>Presentation, Service Cycle</p> <p>Quality Customer Service</p> <p>Legal requirements, Operational Knowledge</p> <p>Communication skills with clients and team members</p>	<p>ACMGEN315</p> <p>ACMGEN304</p> <p>ACMGEN301</p> <p>ACMEXH304</p> <p>ACMEXH303</p> <p>ACMEXH309</p>
23 weeks	<p>Theme: Care, enrich and rehabilitate</p> <p>Focus:</p> <p>Reproduction,</p> <p>Native wildlife</p> <p>Conditioning and enrichment</p> <p>Animal safety</p>	<p>ACMBEH312</p> <p>ACMGEN303</p> <p>ACMEXH305</p>
24 weeks	<p>Theme: Health, feeding and husbandry</p> <p>Focus:</p> <p>Health and wellbeing,</p> <p>nutrition</p> <p>Environmental work practices</p>	<p>ACMGEN311</p> <p>ACMINF301</p> <p>ACMGEN312</p>

Student Progress

Trainers and assessors provide student progress information to the administration coordinator and government regulators as required and monthly / quarterly / yearly verify that accurate and up-to-date information is recorded.

- data is provided - for input only- after training has begun.
- A start date and anticipated end date is provided for each unit of competency.
- A list of units of competency in which the student is enrolled is also provided.
- Before each data submission information is reviewed and updated as required.
- Data is provided to the administration coordinator on hard copy each time competencies are achieved by students and when students have achieved the qualification.
- After data entry a printout from the management system is provided to the trainer/assessor for checking, and returned with any corrections to the administration coordinator. This printout is signed and dated by the trainers and assessor as accurate.
- After adjustments or corrections, the administration coordinator operator provides an updated printout for the trainer/assessor.

- On completion of the course, unit outcomes are checked by the assessor to confirm outcomes and whether a certificate or a statement of attainment will be issued.

The administration coordinator will check to indicate partial completion or successful completion of the qualification. The administration coordinator will provide the assessor with a final printout of results.

Student Records

Students are able to access their student records at any time by contacting their trainer / assessor or by contacting training@careerstrainingcentre.com or by phone (07) 4041 9454. Careers Training Centre will be able to supply details of completed accredited units, statements of attainments, copies of training plans and record books and feedback on student progress.

All current students will be updated every two months with a copy of their progress but are welcome to request information at any time. Statements of Attainment will be issued at no cost on request by students who are **currently enrolled** with Career Training Centre.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. If the provider that originally issued your qualification or statement of attainment has closed, ASQA may hold the student records.

Additional Fees

Students who have completed their study/training with Careers Training Centre (CTC) will be charged \$45 for the reissue of a Certificate or Statement of Attainment. Students will need to complete an application form to request a copy of their Student Record by Email: training@careerstrainingcentre.com or down loading the forms from Website: www.careerstrainingcentre.com or contacting Tel: (07) 4041 9454 Fax: (07) 4041 9499

Training and assessment techniques or tools used to gather evidence assessment.

Learning and assessment are integrated, with evidence being collected and feedback provided to the student throughout the learning and assessment process.

Learning and assessment pathways have a mix of formal structured training and structured workplace experience with formative assessment activities through which the students can acquire and demonstrate skills and knowledge from the relevant units of they are undertaking using a range of strategies to meet different learner needs. Structured learning and assessment programs could be:

- group-based,
- work-based,
- project-based,
- self-paced,
- action learning-based;
- involve practice and experience in the workplace.

Assessment for a ACM30321 Certificate III in Wildlife and Exhibited Animal Care leading to a Qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.

The unit HLTAID011 – Provide First Aid will be delivered by a registered training organisation (RTO) who has the scope of registration to deliver this unit. Each student will be able to review the list of registered training organisations for this unit and select the most appropriate RTO to suit their needs and location.

This unit is outsourced to an RTO but at no cost to the student as this unit is part of the qualification price.

The following matrix gives a general overview of some of the techniques or tools that will be used to gather evidence towards competency to enable judgments to be made about students' competency in each unit.

Key to techniques or

1. Demonstration / Stimulation
2. Practical Exercise
3. Project Work / Research / Written
4. Third Party Feedback
5. Interview/video

Unit of competency	Unit Name	Check (x) technique that applies				
		1	2	3	4	5
ACMEXH301	Work within a zoological facility	X	X	X	X	
ACMGEN301	Prepare and present information to the public	X	X	X	X	X
ACMEXH303	Prepare and maintain animal habitats	X	X	X	X	
ACMEXH304	Assist with capturing, restraining and moving animals	X	X	X	X	
ACMGEN304	Promote positive wellbeing in self and others in animal care workplaces	X	X	X	X	
ACMGEN303	Assess the welfare status of an animal	X	X	X	X	
ACMGEN311	Maintain and monitor animal health and wellbeing	X	X	X	X	
ACMBEH302	Provide enrichment for animals	X	X	X	X	
ACMGEN312	Provide nutritional requirements for animals	X	X	X	X	
ACMWHS301	Contribute to workplace health and safety processes	X	X	X	X	
ACMSUS401	Implement and monitor environmentally sustainable work practices	X	X	X	X	
ACMGEN315	Communicate effectively with clients and team members	X	X	X	X	
ACMEXH309	Contribute to exhibit design and renovation planning	X	X	X	X	
ACMEXH305	Monitor animal reproduction	X	X	X	X	
ACMINF301	Comply with infection control policies and procedures in animal care work	X	X	X	X	
HLTAID011	Provide First Aid	Delivery by Qualified RTO				

Credit Transfer (CT)

If you have completed an accredited qualification or recognised units of study with a Registered Training organisation you may be eligible for a credit transfer (CT). Discuss your previous educational qualifications with your trainer to see if this is a possibility for you.

Credit Transfer is supplying the documentation to support the skill and knowledge you have previously gain in transfer of supported documentation means that you don't have to complete a competency again if you have already completed it previously.

Credit transfer is a limited credentialing decision process and not the same process as Recognition (RPL) where a range of evidence and an assessment decision is required.

A student who requests a single and up to three units current CT will not receive a reduction in the enrolment cost or course fees. Students claiming more than four CTs may receive a discounted price at the discretion of the Staff Development Manager and must be discussed during the enrolment of the student.

When a student requests a current qualification to replace an expired equivalent qualification and where evidence mapping is undertaken by CTC and mapped to the new qualification then the student will not receive a reduction in the enrolment cost or course fees on these units.

Recognition of Prior Learning (RPL)

The objective of the Recognition of Prior Learning (RPL) for the Vocational Education and Training system is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

RPL assessment collects evidence of learning that has occurred outside the formal education and training system. The RPL process is a more personal process involving the assessor collecting evidence and **aligning** the evidence to the requirements of the accredited course or training package qualification.

This alignment process is used to **document** the way the evidence meets the requirements of the training package or accredited course. The nature of RPL assessment means that assessors may be presented with a wide range of evidence to consider. It is not sufficient for an assessor to determine that the evidence presented meets the requirements of the qualification or accredited course. It must be clearly documented how that determination was made.

For example, as part of an RPL assessment for a unit of competency the candidate:

- Completed a number of verbal questions
- Completed one practical task
- Presented a third party report from their current supervisor
- Presented a certificate for completion for a short course that provides further supporting evidence of competence in the required skills and knowledge of that unit.

The assessor then clearly documented how the questioning, practical task, the third party report and the certificate of completion supported competency in the unit concerned. The assessor needed to clearly establish the relationship of the evidence to the unit, or components of the unit, that the evidence supported. These components *may* include:

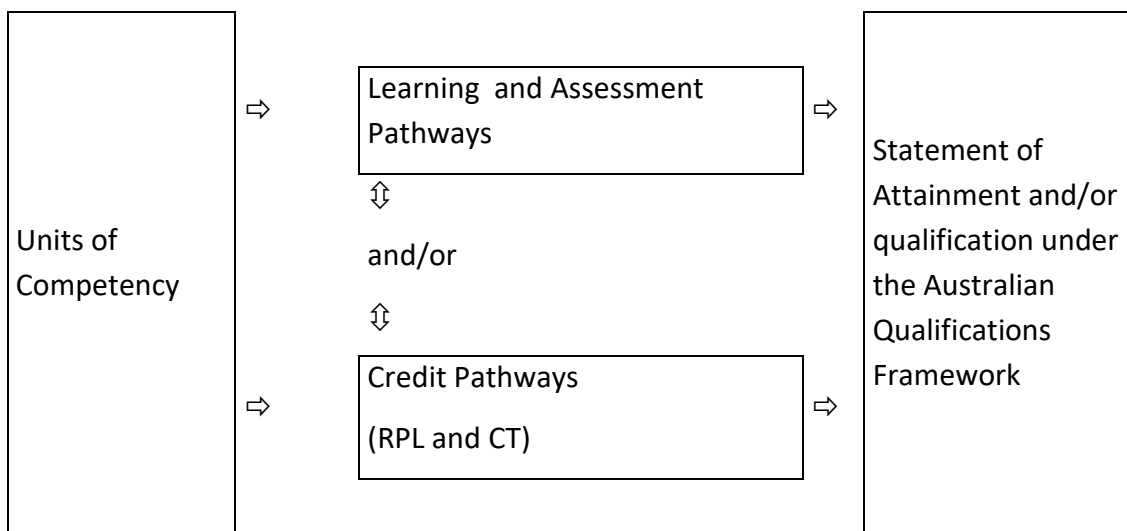
- Critical aspects of assessment
- Elements and performance criteria
- Essential knowledge and skills
- Range statement

Students may request an RPL Application Form for units wishing to RPL from their trainer/Assessor.

Note: this is a guide only and further detail can be found in the Student Information Handbook.

What RPL is Not!

Using the RPL process is not an easy way to get a qualification. It is not a matter of time served or amounts of experience but the specific and relevant learning which is assessed according to the prescribed Competency Standards. Applicants need to be committed to supporting their case by locating and providing suitable evidence and documentation as required by the Careers Training Centre. Currency of skill and knowledge is determined by CTC assessors and students must be able to display evidence of currency when applying for RPL.



ref: www.training.gov.au – ACM10 training package

Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

How do we Collect Evidence of Assessment?

Throughout your training, you will be developing new skills in the workplace and gaining recognition of the skills you already use with confidence in the work placement.

Your trainer/assessor will need to confirm your skills, and this can be achieved via recorded video, zoom or teams. Assessment is done through discussion with you, observation of your performance in the work place (via recorded video, zoom or teams), looking at work samples, and through questioning.

3rd Party and Demonstration/Observation assessments will be undertaken by supervisors in the workplace with a minimum of 5 years experience and preferably with ACM30321 Certificate III in Wildlife and Exhibited Animal Care. The supervisor assessing the student in the work place will need to provide evidence to Careers Training Centre of experience as a wildlife keeper via resume, qualifications, letter of support from management.

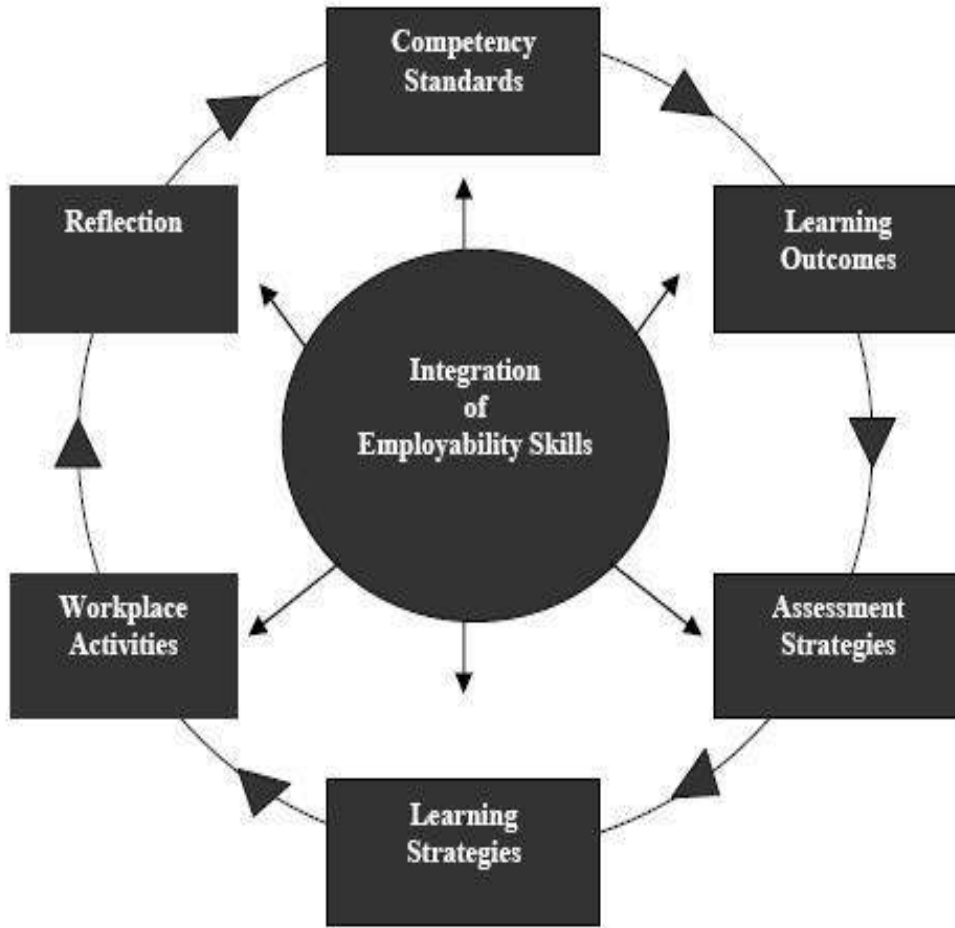
For your demonstration assessment to confirm your skills, you will need to show them how you can complete the tasks. Assessment is done through discussion with you, observation of your performance in the workplace, looking at work samples, and through questioning.

- the context and conditions for the assessment.
- The tasks to be administered to the candidate,
- An outline of the evidence to be gathered from the candidate
- the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
- The administration, recording and reporting requirements. (Source: The Standards for Registered Training Organisations (RTO) 2015)

Note: this is a guide only and further detail can be discussed with your trainer.

Employability skills are integral to achieving workplace competency. Delivery and assessment of the training and assessment will be undertaken in an integrated and holistic way, as represented diagrammatically below.

ref:



www.training.gov.au – ACM10 training package

TRAINING AND STAFF

Trainers and assessor are qualified and have a minimum of 5 years industry experience, Minimum TAE40110 Certificate IV in Training and Assessment, Current Blue Card and have completed a Fit and Proper Person Form. All experience and qualifications are verified and copies are placed on their staff files. A staff profile and units of competency are reviewed annually to assess skill and knowledge remain current and accurate. Professional development to maintain currency in training and assessment as well as industry experience is planned and regularly scheduled with all staff at the annual performance review.

Units of competency	Training arrangements	Staff		
		Technical advisor	Qualified assessor	Qualified trainer
ACMEXH301 Work within a zoological facility	<p>Melissa Van der Boom (MvdB) has completed:</p> <ul style="list-style-type: none"> - Certificate IV in Training and Assessment TAE40110. - Diploma of Vocational education and Training TAE50111 - Diploma of Training, Design and Development TAE50211 - Certificate II in Animal Studies ACM20117 - SOA Certificate III in Animal Studies ACM30117 - Certificate III in Captive Animals ACM30317 - Certificate IV in Captive Animals ACM40217 - Diploma of Travel and Tourism Management SIT50116 - Certificate III in Tourism SIT30116 - BSc Hons Environmental Biology - Certificate III in Tour directing and guiding - Blue card for Child Related Employment - HTLAID011 Provide First Aid - Mental Health First Aid Certificate (exp 2025) <p>Melissa also has a Statement of Attainment for the Wet Tropic World Heritage Tour Guide Skill Set for the units:</p> <ul style="list-style-type: none"> - SITTDGE006A – Prepare and present tour commentaries or activities - SITTGDE008A – Research and share general information on Australian Indigenous Culture - SITTGDE010A – Prepare specialised interpretive content on flora, fauna and landscape <p>From 1995 Melissa has worked in the Tourism industry working as a guide and from 2000 in an exhibited animal environment and was the Wildlife Supervisor for the Cairns ZOOM & Wildlife Dome for 9 years. Melissa meets regularly with the wildlife parks and staff including Rainforestation, Wildlife Habitat, Cairns ZOOM & Wildlife Dome and Australian Butterfly Sanctuary,</p>	<p>General Managers, Wildlife Supervisors and Wildlife Keepers at business sites of the CaPTA Group, Rainforestation Nature Park, The Wildlife Habitat, Cairns ZOOM & Wildlife Dome and the Australian Butterfly Sanctuary, will assist with site supervision</p> <p>Wildlife Management Staff will advise of industry trends, changes to legislation and the practical application into industry including industry benchmarks, timeframes and standards</p>	MvbB	MvbB
ACMGEN301 Prepare and present information to the public			MvbB	MvbB
ACMGEN304 Promote positive wellbeing in self and others in animal care workplaces			MvbB	MvbB
ACMEXH303 Prepare and maintain animal habitats			MvbB	MvbB
ACMEXH304 Assist with capturing, restraining and moving animals			MvbB	MvbB
ACMEXH305 Monitor animal reproduction			MvbB	MvbB
ACMGEN311 Maintain and monitor animal health and wellbeing			MvbB	MvbB
ACMBEH302 Provide enrichment for animals			MvbB	MvbB
ACMGEN312 Provide nutritional requirements			MvbB	MvbB

for animals				
ACMWHS301 Contribute to workplace health and safety processes			MvbB	MvbB
ACMGEN303 Assess the welfare status of an animal			MvbB	MvbB
ACMEXH309 Contribute to exhibit design and renovation planning			MvbB	MvbB
ACMGEN315 Communicate effectively with clients and team members			MvbB	MvbB
ACMSUS401 Implement and monitor environmentally sustainable work practices			MvbB	MvbB
ACMINF301 Comply with infection control policies and procedures in animal care work			MvbB	MvbB
HLTAID011 Provide First Aid	HLTAID011 - Provide First Aid will be delivered by appropriate qualified Trainers and Assessors from a RTO who has registration for this unit.			

ENVIRONMENT AND RESOURCES

Units within the ACM30321 Certificate III in Wildlife and Exhibited Animal Care will require specific resources and environments for training and assessment. All assessment of the exhibited animals units are of a practical nature and will be assessed in an exhibited animal workplace.

The units selected together provide a good basis for entry into the industry. The workplace environment is a working exhibited animal environment with paying customers. Real situations, the day-to-day tasks, particularly regarding multiple tasks and meeting deadlines, working in teams and communication are all part of the skill and knowledge you will gain in the workplace as part of your employability for the industry

A variety of animal species, at least two of the six major animal groups (amphibians, birds, fish, invertebrates, mammals and reptiles), as well as the appropriate equipment and/or resources to enable one to demonstrate competence will be available in all workplaces.

Access to animal keeping information systems and software, relevant collection and species-management plans as well as the appropriate equipment and/or resources to enable students to demonstrate competence should be available in the workplace environments for all students

The unit HLTAID011 - Provide First Aid will be delivered by a registered training organisation (RTO) who has the scope of registration to deliver this unit. Each student will be able to review the list of registered training organisations for this unit and select the most appropriate RTO to suit their needs and location.

This unit is outsourced to an RTO but at no cost to the student as this unit is part of the qualification price.

All students must attend work placements for a minimum of one shift per week on a consistent basis while completing the exhibited animal qualification within a variety of exhibited animals businesses to support their work placements.

All students must show a willingness to complete. If students are not showing progress, their ACM30321 Certificate III in Wildlife and Exhibited Animal Care may be cancelled

All trainers and assessors have access to the units of competency, assessment guidelines and qualification packaging rules from the training package at web site: <http://training.gov.au/>

Resources required for a exhibited animals Environment

There is a diverse range of possible exhibited animal environments and general resources and equipment required for an exhibited animal environment. The specific resources required will vary with each enterprise and the species that these enterprises hold, either long or short term.

Careers Training Centre will ensure that students have access to an exhibited animal environment as part of their training and this could include:

- Zoo's
- Wildlife parks
- Shelters
- Aquariums
- theme parks
- institutions that are government-owned,
- not-for-profit trusts and privately-owned for profit zoos
- aquariums.

Working with exhibited animals involves the management and care of animals usually as part of an integrated team.

Appropriate equipment and resources to meet the needs of exhibited animals are:

- variety of exhibited animals
- animal housing suitable for species
- equipment for preparing animal diets
- equipment to monitoring feeding
- Resources to monitor animal reproduction
- Resources and equipment to monitor and maintain animal health
- Equipment to capturing, restraining and moving animals
- Equipment to implement husbandry standards
- rehabilitating and releasing native wildlife
- Resources to preparing and present information to the public.
- Software to monitor and record information

Membership to organizations involved with the exhibited animal environment could include Wildlife Information Rescue and Education Service (WIRES) and Membership of the Zoo and Aquarium Association (ZAA)

Exhibited wildlife regulations

At the Commonwealth level, the sector has to comply with the *Biosecurity Act 2015* and the *Environment Protection and Biodiversity Conservation Amendment (Wildlife Protection) Act 2001*.

The Australian Government regulates the import and export of plants and animals (alive, dead, or parts) through the Department of Agriculture and Water Resources (DAWR). DAWR is responsible for biosecurity and the regulation of international movements (exports and imports) of wildlife and wildlife products.

Each state and territory has its own legislation, responsibilities and standards for the professional exhibition and maintenance of native animals in zoos. The relevant authorities in each state or territory issue permits for the keeping of native and exotic species in zoos and aquaria.

ORGANISATION POLICY, PROCEDURES MANUAL

Refer to the following Policy and Procedure Documents:

- CTC Student Handbook
- CTC Staff Policy and Procedure Manual
- CaPTA Policy and Procedure Manual
- Industry association information, codes of conduct and accreditation information.
- Documents that describe key exhibited animal and general workplace legislation (in plain English).
- Current exhibited animal and tourism information (hard copy and electronic) such as sales kits, brochures, timetables, tour schedules, product manuals, supplier or destination marketing information kits, wildlife manuals, schedules, checklists and legislative procedures.

These are links to real website resources.

<http://www.myfuture.edu.au/>

isc.org.au

<http://www.australianapprenticeships.gov.au/>

ORGANISATION POLICY, PROCEDURES MANUAL

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CONTINUOUS IMPROVEMENT

Continuous improvement is based upon assessment validation as per the Standards for Registered Training Organisations (RTO) 2015.

Internal review procedure.

Student feedback is collected and analysed and information reported to the Management Team. Feedback forms are analysed monthly and yearly and reported to the Chairman as part of the monthly reporting structure. This feedback is reported back to trainers and assessors as part of the continuous improvement process monthly and used in the annual performance review for all Careers Training Centre trainers and assessors.

- Feedback is ongoing and consistent and students are encouraged to also supply feedback
- Student career pathways are documented in the Student Handbook.

Student Data Storage and Security

All information is managed and held by Careers Training Centre and no third party has access to student information unless the student authorizes the release of this information or the information is released under legislative requirements as advised in student hand book and sign up procedures.

Information is secured by password security and backup information is stored in an encrypted format for student protection.

Student Feedback

Student feedback is collected and analysed to assist with continuous improvement processes including the Learner Engagement surveys. Students are given opportunities to provide feedback during the course and after each assessment item.

Feedback and questionnaires are part of maintaining consistency and best practices for us, so we take them very seriously. We encourage all students to provide feedback and have online link for students and employers to complete their AQTF surveys. You may enter your feedback through this link.

<http://mastersit.com.au/vidatek/wp/index.php/learner/rto/capta>

You can contact us at:

Email careers@capta.com.au or at our Website and download a feedback form: www.careerstrainingcentre.com

What is assessment validation?

Assessment validation involves 'reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards'

What are the benefits

Assessment validation facilitates processes leading to consistent and valid assessment. In particular, validation activities:

- ensure that assessment strategies meet the needs of clients;
- facilitate the professional development of assessors;
- enable enterprises and other stakeholders to contribute to assessment processes;
- provide a means of gathering feedback and identifying ways of improving assessment processes;
- facilitate consistent interpretation of competency standards;
- foster the development of informal networks and provide assessors with access to up-to-date information about what is happening in their industry;
- help assessors working across the industry to apply consistent standards and make consistent judgements.

These processes build assessors' confidence and industry acceptance of the outcomes of the national training system.

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and / or outcomes. (Source: The Standards for Registered Training Organisations (RTO) 2015)

Assessment validation includes, but goes beyond, assessment moderation and includes Industry Consultation

Industry Consultation

Those consulted must be current in the industry and the consultation should have a clear impact on the strategy for training and assessment.

VALIDATION

Training and assessment strategies and assessment items are reviewed annually by industry personnel as well other stakeholders, including other trainers and assessors and comments for continual improvements are noted.

ASSESSMENT Validation Process			
Training and assessment strategies and assessment items are reviewed annually by industry as well as other trainers and assessors for continual improvements.			
Industry representatives consulted in developing the training and assessment strategy. Careers Training Centre ensures that industry representatives are current within the industry and that the consultation has formed part of the development of the strategy for training and assessment.			
Date of Consultation	Business Name	Contact Person	Contact Details
March 2021 to March 2022	Prickly2Sweet		Validated via Prickly2Sweet validation system

The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry.

The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.

MODERATION

At Careers Training Centre, moderation is a quality assurance process directed at ensuring that assessments are marked with accuracy, consistency and fairness. Moderation can be effected through several methods and is part of the Quality Assessment Cycle. It includes the entire assessment event, including the design and post-event analysis of the fitness of the assessment of student learning.

Moderation is required for every assessment which involves a degree of subjectivity.

Assessments are designed so that they are clearly linked to the intended learning outcomes;

Pre-marking meetings or other activities are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria;

Assessment criteria are clearly communicated to students, both in the pre-assessment phase and also when providing feedback; and

Assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle.

Moderation of Assessment			
Moderation is conducted annually with other trainers and assessors as part of the moderation process. All assessment instruments are reviewed to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide.			
Date of Consultation	Business Name	Contact Person	Contact Details
The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry. The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.			

USEFUL CONTACTS

Tourism Queensland	www.teq.queensland.com
World Association of Zoos and Aquariums	www.waza.org
Workplace Health and Safety Queensland	www.worksafe.qld.gov.au
QTIC	www.qtic.com.au
Zoological Information Management System (ZIMS)	https://www. https://www.species360.org/products-services/zims-for-husbandry-2//
Australasian Society of Zookeeping and Animal Husbandry Guidelines	www.aszk.org.au
Biosecurity QLD Animal Care and Protection Act (ACPA) Land Protection Act 2002	www.daf.qld.gov.au
Queensland Wildlife Rehabilitation Council	www.qwrc.org.au
Wildcare Australia	www.wildcare.org.au
Zoo and Aquarium Association	www.zooaquarium.org.au
Exhibitors Licence	https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/exhibiting-animals/exhibiting-animals-qld#:~:text=In%20Queensland%2C%20you%20will%20need,wildlife%20parks
Department of Environment and Science Nature Conservation Regulation 2006 Nature Conservation Act 1992	https://environment.des.qld.gov.au/