Australian Government

Department of Education, Employment and Workplace Relations

ACMACR403A Identify and respond to animal behaviour

Revision Number: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

ACMACR403A Identify and respond to animal behaviour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the process of identifying animals and interpreting their body language and behaviour in the context of an animal control and regulation environment during day-to-day activities.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit is applicable to those working in the animal control and regulation sectors where it may be necessary to identify and respond appropriately to animal behaviour. It requires an appreciation of the owner-animal-environment triangle of effect that influences behavioural expressions. Working within animal control and regulation also requires knowledge of relevant legislation and organisational policies and procedures.
	In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise and identify animal	1.1. Animal is identified by breed, type and group, according to *identifiable characteristics*.
	1.2. *Information and equipment* for use in identification activity are determined and located.
	1.3. Animal is recognised by *common name*.
	1.4. Brief description, including unique features of the animal is documented.
	1.5. Assistance from supervisors and/or peers is sought when necessary.
	1.6. Organisational policies and procedures and legislative requirements are followed.
2. Identify animal behaviour	2.1. Animal and its body language are observed and interpreted.
	2.2. Temperament, traits, health and wellbeing of animal are identified and documented.
	2.3. Physical and social environment of animal are assessed.
	2.4. *Behaviour* of animal is determined.
	2.5. Assistance from supervisors and/or peers is sought when necessary.
	2.6. Organisational policies and procedures and legislative requirements are followed.
3. Assess and respond to animal behaviour	3.1. *Risks or hazards* to the public, self, bystanders and the target animal are assessed.
	3.2. *Constructive solutions* to animal behaviour are offered to owner when appropriate.
	3.3. *Referral to specialists* is offered to owner when appropriate.
	3.4. *Statutory response* to animal behaviour is actioned when appropriate.
	3.5. Assistance from supervisors and/or peers is sought when necessary.
	3.6. Organisational policies and procedures and legislative requirements are followed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- document information about the animal, its behaviour, environment and the action taken. and read and interpret relevant legislation
- employ safe, humane and environmentally responsible organisational systems and procedures when working with and handling animals
- maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- recognise and identify a range of animal species and breeds
- respond to animal behaviours and traits
- use identification equipment
- literacy skills to read and follow organisational policies and procedures, including occupational health and safety (OHS), infection control and waste management; follow sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and consulting with or seeking advice from supervisor
- numeracy skills to estimate, calculate and record routine workplace measures
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and prioritise daily tasks.

Required knowledge

- animal behaviour and temperament
- animal species, breeds and groups
- antisocial behaviour
- evolution of animals and animal behaviour
- organisational policies and procedures
- owner-animal relationship
- possible statutory responses under relevant legislation
- principles of animal health, diseases and zoonoses
- principles of animal welfare and ethics
- recognition of animal stress and comfort
- recognition of environment, including where an animal lives, how it is managed by its owner and impacts on animal behaviour
- relevant legislation and codes of practice relating to OHS and animal control and regulation requirements

REQUIRED SKILLS AND KNOWLEDGE

- restricted animals and restricted breeds
- top (most common) twenty breeds of dogs, top three breeds of cats and at least one species from each of livestock, wildlife and/or native animals and declared pest animals.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can: • identify animals by breed, type and group • recognise animals by common name • interpret animal body language • determine behaviour and temperament of animals • assess specific types of animal behaviour and respond accordingly • refer unusual or dangerous behaviour to specialists or action a statutory response • access and use management systems to keep and maintain accurate records. The skills and knowledge required to assess and impound animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
Context of and specific resources for assessment	Assessment of this unit is to be practical in nature and will be most appropriately assessed in an animal control and regulation workplace or in a situation that reproduces normal work conditions. There must be access to the appropriate equipment and/or resources to enable one to demonstrate competence. Assessment must include identifying top (most common) twenty breeds of dogs, top three breeds of cats and at least one species from each of livestock, wildlife and/or native animals and declared pest animals.
Method of assessment	To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards,

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EVIDENCE GUIDE	
	on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and over a number of assessment activities. The assessment strategy must include practical skills assessment. Suggested strategies for this unit are: • written and/or oral assessment of candidate's required knowledge • observed, documented and first-hand testimonial evidence of candidate's application of practical tasks • simulation exercises that reproduce normal work conditions • case study analysis • third-party evidence • workplace documentation • portfolio. This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.
Guidance information for assessment	Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Identifiable characteristics may include:	• age, sex and size • coat or skin colours and texture • eye colour • markings, patterns and permanent scars • toe nail colour • microchip, ear tags, tattoos and markings and leg bands.

Information and equipment may include:	• information:
	  • enclosure
	  • habitat
	  • photographs
	  • species books
	• equipment:
	  • animal trapping and catching paraphernalia
	  • binoculars
	  • cameras
	  • protective gloves and clothing
	  • video recorders
	  • microchip detectors, devices and scanners.

Common names requires:	• names sufficient to convey meaning • in Indigenous communities, language names can be used in lieu of common names.
Animal *behaviour* may consider:	• normal versus abnormal behaviour • aggressive versus benign behaviour • confident versus timid or fearful behaviour.
Risks or hazards when working with animals may include:	• animal bites, envenomation, kicks, scratches and crush injuries • biological hazardous waste • inhalation of aerosol particles • intraocular contamination • manual handling, including carrying, lifting and shifting

RANGE STATEMENT

	• moving parts of machinery or equipment • release of infective agents (animal and human) • slippery or uneven work surfaces • zoonoses.
Risks or hazards to be assessed include:	• assessment of breed/type potential to cause harm or difficulty • circumstances prevailing • degree of animal restraint and confinement • level of own experience, confidence and capability • level of owner/handler cooperation, competence and control • obvious signs of the animal's abnormal health and condition.

Constructive solutions may include:	• looking at the owner-animal-environment triangle of effect in the expression of problem animal behaviour and offering remedial advice
	• considering different methods of handling and dealing with animals displaying specific behavioural traits (e.g. nervous or timid)
	• endeavouring to remedy the causes as well as the problem animal behaviour
	• for wandering animals the constructive solution may include:
	  • restoring animal to correct owner property
	  • capture and impoundment
	  • offering advice regarding more adequate fencing
	  • providing advice regarding:
	    • a more enriched environment
	    • improving obedience and responsiveness
	    • using positive and negative reinforcement training.

Referral to specialists may include:	• veterinarian, animal behaviourist or animal trainer.
Statutory response may include:	• detail procedural requirements and explain timelines for outcomes • issue caution or infringement notice • recommend action plan

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RANGE STATEMENT	
	• seize animal.

Unit Sector(s)

Unit sector	Animal control and regulation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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