Australian Government

Department of Education, Science and Training

Agrifood Industry Skills Council

RGR02 Racing Industry Training Package

Volume 1 of 3

ISC **INDUSTRY SKILLS COUNCILS**
Creating Australia's Future

RGR02
Racing Industry Training Package

The content of this volume refers only to endorsed components of the Racing Industry Training Package. The Volume is not to be used in isolation but must be used in the context of the whole training package.

Volume 1 of 3
Racing Training (Racing Industry Training Package)

Other Volumes

Competency Standards relating to Horse Racing

Competency Standards relating to Greyhound Racing

RGR02 Racing Industry Training Package
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Published by:

First published: 2003-02-10
ISBN: 0 642 79927 X

Printed by:

AEShareNet Code: P
Print Version No: 1.00
Release Date: 23/05/03

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1.00 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Agri-Food Industry Skills Council at http://www.agrifoodskills.net.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1.00	23/05/03	Imported Unit SRSCOP026A omitted in error, re-instated in Volume 2
1.00	10/02/03	Fully revised Training Package now RGR02
1.01	September 1999	1. Additional of AQF Certificate 1 Units and Qualifications New Units: RGR001A RGR002A RGR003A RGR004A RGR005A Qualifications: RGR10199 RGR10299 RGR10399 2. Changes were made to the performance criteria of the Unit RGR016A resulting in RGR016B

Version	Release Date	Comments
1.00	June 1998	Primary Release of RGR98

The Modification History is also available on the website of the developer of the Training Package: http://www.racingtrainingaustralia.com.au

The National Training Information Service (http://www.ntis.gov.au) also displays any changes in Units of Competency and the packaging of qualifications.

Summary of AQF qualifications in this training package

Code	Title
RGR10102	Certificate I in Racing (Stablehand)
RGR10202	Certificate I in Racing (Greyhound Attendant)
RGR20102	Certificate II in Racing (Stablehand)
RGR20202	Certificate II in Racing (Greyhound Owner Trainer)
RGR30102	Certificate III in Racing (Thoroughbred Trackrider)
RGR30202	Certificate III in Racing (Advanced Stablehand)
RGR30302	Certificate III in Racing (Harness Owner Trainer)
RGR30402	Certificate III in Racing (Harness Driver)
RGR30502	Certificate III in Racing (Greyhound Trainer)
RGR40102	Certificate IV in Racing (Thoroughbred Owner Trainer)
RGR40202	Certificate IV in Racing (Jockey)
RGR40302	Certificate IV in Racing (Advanced Harness Driver)
RGR40402	Certificate IV in Racing (Harness Trainer)
RGR50102	Diploma of Racing (Thoroughbred Trainer)

Units of competency in this training package

Code	Title
RGRG101A	Introduction to Occupational Health and Safety Procedures
RGRG102A	Handle and control greyhounds safely
RGRG103A	Prepare for work in the greyhound code of the racing industry
RGRG104A	Perform basic kennel duties
RGRG205A	Apply Occupational Health and Safety procedures in greyhound codes
RGRG206A	Handle greyhounds safely
RGRG207A	Work effectively in the greyhound code of the racing industry
RGRG208A	Care for greyhounds
RGRG309A	Maintain greyhounds in a healthy state and safe environment
RGRG310A	Apply principles of basic anatomy and physiology to greyhounds
RGRG311A	Determine nutritional requirements for greyhounds
RGRG312A	Assess health and first aid for greyhounds
RGRG313A	Plan training and racing programs for greyhounds
RGRG314A	Manage the education of greyhounds
RGRG315A	Train and race greyhounds
RGRG316A	Evaluate training and racing programs of greyhounds
RGRG317A	Manage and perform administrative activities associated with racing greyhounds
RGRG318A	Manage maintenance and security of a greyhound training establishment
RGRG319A	Manage finances for a greyhound training establishment
RGRG320A	Manage staff and/or self for greyhound trainers
RGRH101A	Introduction to Occupational Health and Safety Procedures
RGRH102A	Catch, groom and handle horses safely under supervision
RGRH103A	Prepare for work in the horse codes of the racing industry
RGRH104A	Perform basic stable duties

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH313A	Ride or drive horses at track work
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds
RGRH414A	Ride or drive horses in industry-regulated competition
RGRH415A	Manage personal and business affairs
RGRH416A	Apply principles of sports science to jockeys
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
RGRH421A	Manage the education of standardbreds or thoroughbreds
RGRH422A	Train and race standardbreds or thoroughbreds
RGRH423A	Evaluate training and racing programs of standardbreds or thoroughbreds
RGRH424A	Manage and perform administrative activities associated with racing horses
RGRH425A	Manage maintenance and security of a training establishment
RGRH426A	Manage finances for a horse-training establishment
RGRH427A	Manage staff and/or self for horse trainers
RGRH528A	Manage and promote a training and racing business

Code	Title
RGRH529A	Manage security of staff and property for racing stables
RGRH530A	Manage business-planning processes for training establishments
RGRH531A	Manage and organise for effectiveness and efficiency in a training establishment

Imported units of competency in this training package

Code	Title	Origin
BSBFLM501A	Manage personal work priorities and professional development	ZZZ00
BSBFLM502A	Provide leadership in the workplace	ZZZ00
BSBFLM503A	Establish effective workplace relationships	ZZZ00
BSBFLM505A	Manage operational plan	ZZZ00
RUAAG3700HBA	Select horses for breeding	ZZZ00
RUAAG4701HBA	Provide support for the conduct of artificial insemination procedures	ZZZ00
SRSCOA006A	Implement the fundamental principles of sports psychology	ZZZ00
SRSCOA007A	Provide information about the fundamental principles of eating for peak performance	ZZZ00
SRSCOP020A	Develop a personal financial plan	ZZZ00
SRSCOP026A	Implement and evaluate a time management plan	ZZZ00
SRXCLS004A	Provide advice in order to meet current and anticipated client requirements	ZZZ00
SRXIND004A	Establish and maintain an effective industry network	ZZZ00

Mapping of units against previous training package					

Units of Competency Previous Package		Units of Competency Reviewed Package			
		Horse units		Greyhound Units	
RGR001A	Apply Occupational Health and Safety procedures	RGRH101A	Introduction to Occupational Health and Safety procedures	RGRG101A	Introduction to Occupational Health and Safety procedures
RGR002A	Catch, groom and control horses or greyhounds safely	RGRH102A	Catch, groom and handle horses safely under supervision	RGRG102A	Handle and control greyhounds safely
RGR003A	Prepare for work in the racing industry	RGRH103A	Prepare for work in the horse codes of the racing industry	RGRG103A	Prepare for work in the greyhound code of the racing industry
RGR004A	Perform basic stable or kennel duties	RGRH104A	Perform basic stable duties	RGRG104A	Perform basic kennel duties
RGR005A	Perform basic riding or driving tasks	RGRH205A	Perform basic riding or driving tasks		
RGR006A	Apply Occupational Health and Safety procedures	RGRH206A	Apply Occupational Health and Safety procedures in horse codes	RGRG205A	Apply Occupational Health and Safety procedures in greyhound code
RGR007A	Handle horses or greyhounds safely	RGRH207A	Handle horses safely	RGRG206A	Handle greyhounds safely
RGR008A	Work effectively in the racing industry	RGRH208A	Work effectively in the thoroughbred or	RGRG207A	Work effectively in the greyhound code of the

			standardbred code of the racing industry		racing industry
RGR009A	Care for horses or greyhounds	RGRH209A	Care for horses	RGRG208A	Care for greyhounds
RGR010A	Handle horses or greyhounds safely 2	RGRH310A	Oversee safe handling of horses		
		RGRH311A	* Apply principles of basic anatomy and physiology to horses	RGRG310A	* Apply principles of basic anatomy and physiology to greyhounds
RGR011A	Work effectively in the racing industry 2	RGRH312A	Lead and co-ordinate personnel effectively in the racing industry		
RGR012A	Ride or drive horses at track work	RGRH313A	Ride or drive horses at track work		
RGR013A	Ride or drive horses in races	RGRH414A	Ride or drive horses in industry regulated competition		
RGR014A	Manage personal and business affairs	RGRH415A	Manage personal and business affairs		
RGR015A	Maintain race riding weight (thoroughbred only)	RGRH416A	Apply principles of sports science to jockeys		
RGR016B	Maintain greyhounds standardbreds or thoroughbreds in a healthy state and safe	RGRH317A	Maintain horses in a healthy state and safe environment	RGRG309A	Maintain greyhounds in a healthy state and safe environment

	environment				
RGR017A	Determine nutritional requirements of greyhounds standardbreds and thoroughbreds	RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds	RGRG311A	Determine nutritional requirements for greyhounds
RGR018A	Assess health and first aid for greyhounds standardbreds and thoroughbreds	RGRH319A	Assess health and first aid for standardbreds or thoroughbreds	RGRG312A	Assess health and first aid for greyhounds
RGR019A	Plan training and racing programs for greyhounds standardbreds or thoroughbreds	RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds	RGRG313A	Plan training and racing programs for greyhounds
RGR020A	Manage the education of greyhounds standardbreds or thoroughbreds	RGRH421A	Manage the education of standardbreds or thoroughbreds	RGRG314A	Manage the education of greyhounds
RGR021A	Train and race greyhounds standardbreds or thoroughbreds	RGRH422A	Train and race standardbreds or thoroughbreds	RGRG315A	Train and race greyhounds
RGR022A	Assess training and racing programs for greyhounds standardbreds and thoroughbreds	RGRH423A	Evaluate training and racing programs of standardbreds or thoroughbreds	RGRG316A	Evaluate training and racing programs of greyhounds

RGR023A	Manage a training and racing program 1	RGRH424A	Manage and perform administrative activities associated with racing horses	RGRG317A	Manage and perform administrative activities associated with racing greyhounds
RGR024A	Manage the maintenance of plant equipment and property	RGRH425A	Manage maintenance and security of a training establishment	RGRG318A	Manage maintenance and security of a greyhound training establishment
RGR025A	Manage finances 1	RGRH426A	Manage finances of a horse training establishment	RGRG319A	Manage finances of a greyhound training establishment
RGR026A	Manage self and others 1	RGRH427A	Manage staff and/or self for horse trainers	RGRG320A	Manage staff and/or self for greyhound trainers
RGR027A	Manage a training and racing program 2	RGRH528A	Manage and promote a training and racing business		
RGR028A	Manage the maintenance of plant equipment and property 2	RGRH529A	Manage security of staff and property for racing stables		
RGR029A	Manage finances 2	RGRH530A	Manage business planning processes for training establishments		
RGR030A	Manage self and others 2	RGRH531A	Manage and organise for effectiveness and efficiency in a training establishment		

*New Units

RGRH311A - Apply principles of basic anatomy and physiology to horses

RGRG310A - Apply principles of basic anatomy and physiology to greyhounds

Imported Units of Competency (applicable to horse units only)

Code	Title of Unit	Training Package
BSBFLM501A	Manage personal work priorities and professional development	Business Services
BSBFLM502A	Provide leadership in the workplace	
BSBFLM503A	Establish effective workplace relationships	
BSBFLM505A	Manage operational plan	
RUAAG3700HBA	Select horses for breeding	Agriculture
RUAAG4701HBA	Provide support for the conduct of artificial insemination procedures	
SRXIND004A	Establish and maintain an effective industry network	National Sport Industry
SRSCOP020A	Develop a personal financial plan	
SRXCLS004A	Provide advice in order to meet current and anticipated client needs * has a pre-requisite SRXCLS003A	
SRSCOA006A	Implement the fundamental principles of sports psychology * has a pre-requisite SRSCOA001A	
SRSCOA007A	Provide information about fundamental principles of eating for peak performance * has a pre-requisite SRSCOA001A	

| SRSCOP026A | Implement and evaluate a time management plan | |

Pre-requisite and Interdependent Assessment Requirements

Pre-requisite assessment requirements are specified in the table below. For most units there will be an integrated approach to assessment by grouping related units. The related units are known as interdependent assessment units and are specified in the assessment section of each unit.

Horse Unit Code and Title	Pre-requisite Assessment Requirements
• RGRH102A- Catch, groom and handle horses safely under supervision • RGRH103A - Prepare for work in the horse codes of the racing industry • RGRH104A - Perform basic stable duties	• RGRH101A- Introduction to Occupational Health and Safety
• RGRH205A - Perform basic riding or driving tasks	• RGRH101A- Introduction to Occupational Health and Safety • RGRH102A- Catch, groom and handle horses safely under supervision OR • RGRH206A - Apply Occupational Health and Safety procedures in horse codes • RGR207A - Handle horses safely
• RGRH207A - Handle horses safely • RGRH208A - Work effectively in the thoroughbred or standardbred code of the racing industry • RGRH209A - Care for horses	• RGRH206A - Apply Occupational Health and Safety procedures in horse codes
• RGRH310A - Oversee safe handling of horses	• RGRH207A - Handle horses safely • RGRH208A - Work effectively in the thoroughbred or standardbred code of the racing industry • RGRH209A - Care for horses

• RGRH312A - Lead and co-ordinate personnel effectively in the racing industry	• RGRH206A - Apply Occupational Health and Safety procedures in horse codes • RGRH208A - Work effectively in the thoroughbred or standardbred code of the racing industry • RGRH310A - Oversee safe handling of horses
• RGRH313A - Ride or drive horses at track work	• RGRH205A - Perform basic riding or driving tasks • RGRH207A - Handle horses safely
• RGRH414A - Ride or drive horses in industry regulated competition	• RGRH205A - Perform basic riding or driving tasks • RGRH313A - Ride or drive horses at track work
• RGRH317A - Maintain horses in a healthy state and safe environment • RGRH318A - Determine nutritional requirements for standardbreds or thoroughbreds • RGRH319A - Assess health and first aid for standardbreds or thoroughbreds • RGRH420A Plan training or racing programs for standardbreds or thoroughbreds • RGRH421A - Manage the education of standardbreds or thoroughbreds • RGRH422A - Train and race standardbreds or thoroughbreds • RGRH423A - Evaluate training and racing programs of standardbreds or thoroughbreds	• RGRH206A - Apply Occupational Health and Safety procedures in horse codes • RGRH207A - Handle horses safely • RGRH208A - Work effectively in the thoroughbred or standardbred code of the racing industry • RGRH209A - Care for horses • RGRH310A - Oversee safe handling of horses • RGRH311A - Apply principles of basic anatomy and physiology to horses • RGRH312A - Lead and co-ordinate personnel effectively in the racing industry
• RGRH424A - Manage and perform administrative activities associated with racing horses • RGRH425A - Manage maintenance and security of a training establishment • RGRH426A - Manage finances for a horse training establishment • RGRH427A - Manage staff and/or self for horse	• RGRH206A - Apply Occupational Health and Safety procedures in horse codes • RGRH207A - Handle horses safely • RGRH208A - Work effectively in the thoroughbred or standardbred code of the racing industry • RGRH209A - Care for horses • RGRH310A - Oversee safe handling of horses

trainers	• RGRH311A - Apply principles of basic anatomy and physiology to horses • RGRH312A - Lead and co-ordinate personnel effectively in the racing industry • RGRH317A - Maintain horses in a healthy state and safe environment • RGRH318A - Determine nutritional requirements for standardbreds or thoroughbreds • RGRH319A - Assess health and first aid for standardbreds or thoroughbreds • RGRH420A - Plan training or racing programs for standardbreds or thoroughbreds • RGRH421A - Manage the education of standardbreds or thoroughbreds • RGRH422A - Train and race standardbreds or thoroughbreds • RGRH423A - Evaluate training and racing programs of standardbreds or thoroughbreds
• RGRH528A - Manage and promote a training and racing business • RGRH529A - Manage security of staff and property for racing stables • RGRH530A - Manage business planning processes for training establishments • RGRH531A - Manage and organise for effectiveness and efficiency in a training establishment	• RGRH206A - Apply Occupational Health and Safety procedures in horse codes • RGRH207A - Handle horses safely • RGRH208A - Work effectively in the thoroughbred or standardbred code of the racing industry • RGRH209A - Care for horses • RGRH310A - Oversee safe handling of horses • RGRH0311A - Apply principles of anatomy and physiology to horses • RGRH312A - Lead and co-ordinate personnel effectively in the racing industry • RGRH317A - Maintain horses in a healthy state and safe environment • RGRH318A - Determine nutritional requirements for standardbreds or thoroughbreds • RGRH319A - Assess health and first aid for standardbreds or thoroughbreds • RGRH420A - Plan training or racing programs for standardbreds or thoroughbreds • RGRH421A - Manage the education of standardbreds or thoroughbreds • RGRH422A - Train and race standardbreds or thoroughbreds • RGRH423A - Evaluate training and racing programs of standardbreds or

	thoroughbreds
	• RGRH424A - Manage and perform administrative activities associated with racing horses
	• RGRH425A - Manage maintenance and security of a training establishment.
	• RGRH426A - Manage finances for a horse training establishment
	• RGRH427A - Manage staff and/or self for horse trainers

Greyhound Unit Code and Title	**Pre-requisite Assessment Requirements**
• RGRG102A- Handle and control greyhounds safely • RGRG103A - Prepare for work in the greyhound code of the racing industry • RGRG104A - Perform basic kennel duties	• RGRG101A - Introduction to Occupational Health and Safety
• RGRG206A - Handle greyhounds safely • RGRG207A - Work effectively in the greyhound code of the racing industry • RGRG208A - Care for greyhounds	• RGRG205A - Apply Occupational Health and Safety procedures in greyhound code
• RGRG309A - Maintain greyhounds in a healthy state and safe environment • RGRG310 - Apply principles of basic anatomy and physiology to greyhounds • RGRG311A - Determine nutritional requirements for greyhounds • RGRG312A- Assess health and first aid for greyhounds • RGRG313A - Plan training and racing programs for greyhounds • RGRG314A - Manage the education and training of greyhounds • RGRG315A - Train and race greyhounds • RGRG316A - Evaluate training and racing programs	• RGRG205A - Apply Occupational Health and Safety procedures in greyhound code • RGRG206A - Handle greyhounds safely • RGRG207A - Work effectively in the greyhound code of the racing industry • RGRG208A - Care for greyhounds

of greyhounds	
• RGRG317A - Manage and perform administrative activities associated with racing greyhounds • RGRG318A - Manage maintenance and security of a greyhound training establishment) • RGRG319A - Manage finances for a greyhound training establishment • RGRG320A - Manage staff and/or self, for greyhound trainers	• RGRG205A - Apply Occupational Health and Safety procedures in greyhound code • RGRG206A - Handle greyhounds safely • RGRG207A - Work effectively in the greyhound code of the racing industry • RGRG208A - Care for greyhounds • RGRG309A - Maintain greyhounds in a healthy state and safe environment • RGRG310 - Apply principles of basic anatomy and physiology to greyhounds • RGRG311A - Determine nutritional requirements for greyhounds • RGRG312A- Assess health and first aid for greyhounds • RGRG313A - Plan training and racing programs for greyhounds • RGRG314A - manage the education and training of greyhounds • RGRG315A - Train and race greyhounds • RGRG316A - Evaluate training and racing programs of greyhounds

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations.*

Training Package Components

Training Packages are made up of mandatory components endorsed by the NTQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.
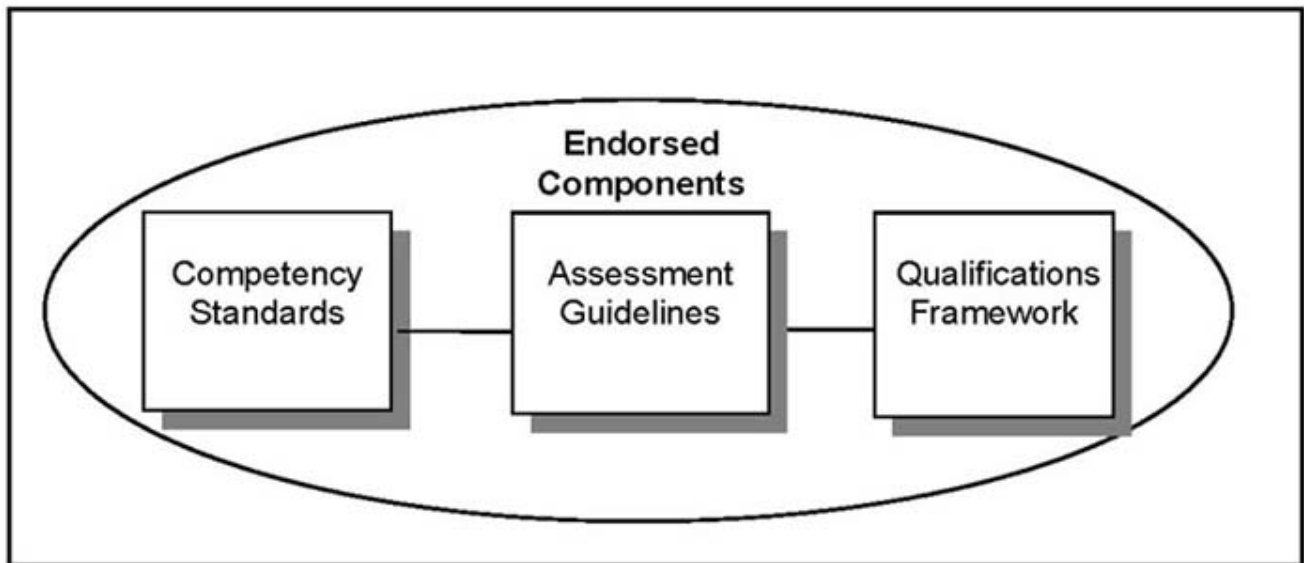
Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
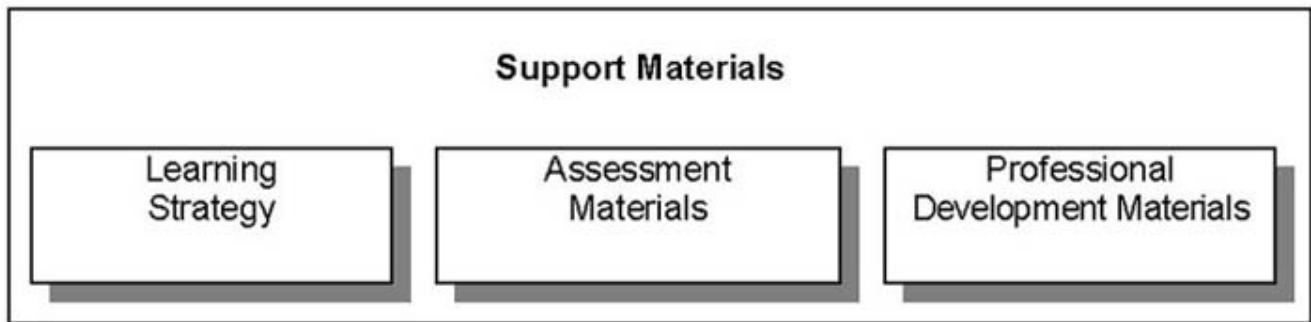
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (*www.ntis.gov.au*).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the title always following the code.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example RGR02. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example RGR10102. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed).

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in RGRG101A. The first three characters signify the Training Package (RGR02 Racing Industry Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Telecommunications, and
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:
- RGR10102 Certificate I in Racing (Stablehand)
- RGR10202 Certificate I in Racing (Greyhound Attendant)

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:
- RGRG101A Introduction to Occupational Health and Safety Procedures
- RGRG102A Handle and control greyhounds safely

Review of Training Package

The Racing Industry Training Package was reviewed during 2000 and following this review approval was given by ANTA for Racing Training Australia to develop the major recommendations of the review. This stage two process took place during 2001 and the early part of 2002.

Overview

Racing Training Australia developed the Racing Industry Training Package for the national racing industry.

The Racing Industry Training Package consists of three components:

1. National qualifications (14)

2. Assessment guidelines

3. National competency standards (51 new/revised units and 11 imported units of competency)

The Package consists of three volumes. Volume one contains the national qualifications and assessment guidelines. Volume two deals with the competencies associated with handling race horses both thoroughbred and standardbred. There are thirty-one units of competency in volume two. Volume three deals with the competencies associated with racing greyhounds. There are twenty units of competency in volume three.

The components of the package establish the criteria for training and assessment for those working in the racing industry in occupations covered by the package.

Methodology for review of the Racing Industry Training Package

1   Model template and exemplar units of competency were developed and circulated to ANTA, industry bodies, State Training Authorities and Registered Training Organisations
2   Consultation took place with the three industry codes and Registered Training Organisations to confirm additional streams, additional content and amended content of units.
3   Additional units of competency were drafted according to stakeholders' input.
4   Qualifications framework was redrafted.
5   Project Steering group approved first draft of standards and qualifications framework.
6   National industry consultations on draft standards and qualifications framework conducted through Project Steering Group. State Training Authorities visited to discuss draft standards and qualifications
7   Negotiations were conducted with key stakeholders to resolve differing views concerning content of package and qualifications framework
8   Training Package redrafted to accommodate suggested changes and recirculated to key stakeholders and Project steering Group for final comment
9   Project Steering Group meet to validate Training Package
10 Teleconference held with national Sport and Recreation and Rural ITABs to discuss possibility of incorporating generic units of competency in the horse streams of each Training Package
11 Teleconference held with State Training Authorities to receive input and resolve concerns remaining

Validation

The Project Steering group met in March 2002 to validate the draft Training Package.

Changes to Training Package

The Racing Industry Training Package has been rewritten to take account of the findings of the stage one review, the requirements of ANTA as outlined in the Training Package Handbook, and the views of the key stakeholders as reflected by the feedback from industry groups and the Project Steering Group. This process has resulted in a Training Package that has the following features.

- All units extensively rewritten and many renamed to more accurately reflect the outcome of the unit
- Unit descriptors rewritten to more accurately reflect the unit's outcome
- Separation of competencies for horse codes and greyhound codes
- Two new units for horse codes
- Incorporation of generic horse units
- Incorporation of specialist units from other training packages
- Incorporation of one existing unit into new unit (Maintain weight for jockeys into Apply principles of sports science for jockeys)
- Incorporation of new elements of competency identified by review
- Broader and more detailed range statements
- Key competencies made applicable to specific industry tasks
- Assessment guidelines aligned to practicalities of the industry
- Qualification levels for Greyhound Trainers reduced
- Qualifications related more directly to occupational outcomes including recognition of occupational changes in thoroughbred sector

Changes to Qualifications

New qualification RGR02		Previous qualification RGR98/99	
RGR10102	Certificate I in Racing (Stablehand)	RGR10199	Certificate I in Racing (Thoroughbred)
		RGR10299	Certificate I in Racing (Standardbred)
RGR10202	Certificate I in Racing (Greyhound Attendant)	RGR10399	Certificate I in Racing (Greyhound)
RGR20102	Certificate II in Racing (Stablehand)	RGR20198	Certificate II in Racing (Thoroughbred) Stablehand level 1
		RGR20298	Certificate II in Racing (Standardbred) Stablehand level 1
		RGR20398	Certificate II in Racing (Greyhound) Kennelhand level 1
RGR20202	Certificate II in Racing (Greyhound Owner Trainer)		
RGR30102	Certificate III in Racing (Trackrider)	RGR30298	Certificate III in Racing (Thoroughbred) Track work Rider

RGR30202	Certificate III in Racing (Advanced Stablehand)	RGR30198	Certificate III in Racing (Thoroughbred) Stablehand level 2
		RGR30398	Certificate III in Racing (Standardbred) Stablehand level 2
RGR30302	Certificate III in Racing (Harness Owner Trainer)		
RGR30402	Certificate III in Racing (Harness Driver)	RGR30498	Certificate III in Racing (Standardbred) Track Work Driver
RGR30502	Certificate III in Racing (Greyhound Trainer)		
		RGR30598	Certificate III in Racing (Greyhound) Kennelhand level 2
RGR40102	Certificate IV in Racing (Thoroughbred Owner Trainer)	RGR40298	Certificate IV in Racing (Thoroughbred) Thoroughbred Trainer level 1
RGR40202	Certificate IV in Racing (Jockey)	RGR40198	Certificate IV in Racing (Thoroughbred) Jockey
RGR40302	Certificate IV in Racing (Advanced Harness Driver)	RGR40398	Certificate IV in Racing Standardbred (Harness Driver)
RGR40402	Certificate IV in Racing (Harness Trainer)	RGR40498	Certificate IV in Racing (Standardbred) Harness Trainer level 1
RGR50102	Diploma in Racing (Thoroughbred Trainer)	RGR50198	Diploma in Racing (Thoroughbred) Thoroughbred Trainer level 2
		RGR50298	Diploma in Racing (Standardbred) Standardbred Trainer level 2
		RGR50398	Diploma in Racing (Greyhound) Greyhound Trainer level 2

Transition Arrangements

Prior to the introduction of new standards and a new qualification framework there will be consultation between Racing Training Australia, Australian National Training Authority and the key industry stakeholders to establish transition arrangements and credits for units and qualifications part completed. The results of this work will be published as a supplement to the

Training Package to assist in implementation.

Scope of the Training Package

The Racing Industry Training Package covers the three codes of the racing industry, Thoroughbred Racing, Harness Racing and Greyhound Racing.

Occupations covered by the package are as follows:

- Trainers (horse and greyhound)
- Jockeys
- Harness drivers
- Track work riders
- Stablehands
- Greyhound Attendants

The Racing Industry

The Racing Industry is an international industry with racing and breeding conducted in North and South America, Europe, Asia, South Africa and Australia and New Zealand.

In Australia, the racing industry consists of three codes:

- Thoroughbred
- Harness
- Greyhound

The codes refer to the breed and type of animal competing.

Each code operates independently of the others, and there are different governing bodies for each code in each state. However, the industry is coordinated on a national basis by bodies such as: The Australian Racing Board (Thoroughbred); The Australian New Zealand Greyhound Association (Greyhounds) and the Australian Harness Racing Council (Standardbreds).

The racing industry is closely connected to the Totalisator systems licensed by state and territory governments to provide wagering services to the industry.

The industry generates income through wagering conducted by Totalisator Agency Boards established under legislation by State and Territory Governments. A portion of turnover is returned to the industry for prize money, and running costs.

History of the Racing Industry

The early European settlers began breeding thoroughbred horses for racing in 1799 with the first official race meeting being held in Sydney in 1810. Standard bred horses were introduced in 1860 and harness racing with horses pulling sulkies began in earnest in 1923. The sport of greyhound racing grew out of the use of these animals as hunters of small game by the early settlers. The first coursing meeting was held in South Australia in 1867. By May 1927 racing with mechanical hares was established at Harold Park in Sydney.

Contribution to the National Economy

The thoroughbred racing industry in Australia during the 1999/2000 season created a gross economic impact of $7.74 Billion of which 49% is generated in non-metropolitan regions. More than 249,000 people participated in the industry servicing the 5 million customers. This participation is the equivalent of 77,000 full time jobs, (source Australian Racing Board study August 2001).

Racehorses compete in an annual calendar of races organised by a multitude of race clubs across the country. For example in 2000/2001 thoroughbred racing clubs organised race meetings with prize money in excess of $300 million dollars (source Racing Victoria Annual Review 2001).

Governance of the Racing Industry and Rules of Racing

The industry revolves around the concepts of breeding, owning, training and racing animals in industry- regulated competition. The organisational structure of the industry emanates from the racing clubs. The clubs receive most of their operational funding from government sources or through privatisation of the industry.

Although most states have a Racing Act and a Minister for Racing, the industry is largely self-regulated with Committees of clubs operating under the Australian Rules of Racing and / or

local Rules of Racing. The Rules of Racing are published by the industry codes and are a compilation of definitions, regulations, penalties, procedures, powers and punishments. The rules have evolved from the history and tradition of the sport particularly in the thoroughbred part of the industry. Since the industry relies on public support through wagering it is incumbent on the industry to have rules and procedures that ensure public confidence in the integrity of the industry.

An important power of the Committee is to appoint stewards who have considerable delegated powers over the conduct of the race meetings and matters relating to race meetings. Like the Committee they are able to regulate, control, and inquire into the conduct of officials, licensed persons and others. They are able to disqualify animals and persons from participating in various activities, and can impose monetary penalties on licensed persons. For example, a jockey or harness driver or trainer can be disqualified from participating in racing or training for a period and can be fined as well.

Licensing

Participation in the industry for certain occupations are regulated by a licensing system controlled by the industry in each state. Licenses, registrations, and permits cover occupations such as jockey, trainer, kennel attendant, and harness driver.

The license enables the holder to participate in specified occupations and activities of the industry. For example, a thoroughbred trainer may be issued with an annual license or permit to train. The license may specify that the trainer can operate within a geographical area, eg: outside metropolitan areas, is restricted to training horses that are owned by the trainer, or may be non-restrictive.

The license can be revoked or cancelled by the Committee of the Racing Club at any time. The power of granting and revoking licenses effectively regulates the numbers in occupations in the industry and controls the conduct of those practicing the occupations.

The introduction of national certification for the racing industry has tended to bring the issue of licenses and qualifications closer together and many states and codes are using national qualifications or statements of attainment as mandatory requirements in the licensing process of new entrants to the industry and those seeking to upgrade licenses.

Registration of Employees

It is a requirement under the Rules of Racing for licensed trainers to make application to the Racing Club for the registration of employees. This rule covers people such as stablehands, kennel attendants, trackriders, strappers, and apprentice jockeys who are articled to the trainer. The stewards of the Club may revoke registration and registration is not dependent on qualifications.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (*www.aqf.edu.au*) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …
- Vocational Graduate Certificate of …
- Vocational Graduate Diploma of …

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Qualifications Framework

The qualification framework of the racing industry Training Package is contained in following chapters of this section.

Coding of Units of Competency

Coding System

Each unit of competency has an alphanumeric code, and a title according to the following system.

- The first three letters of the code represent the industry that the Training Package was developed for. The letters RGR (Recreation Group Racing) denote the Racing Industry.
- The next letter represents the functional area of the racing industry that the unit belongs to. There are two main functional areas.
  - Horses (covering thoroughbreds and standardbreds). The letter H in the code denotes units relating to horses.
  - Greyhounds. The letter G in the code denotes Units relating to greyhounds.
- All units then include a series of numbers. The first number represents the first Australian Qualifications Framework level at which the unit has been packaged, and the second and third numbers are numeric identifiers.
- The final letter represents the version number of the unit. For example the unit "Oversee safe handling of horses" is coded as RGRH310A to mean the following:
  - Recreation Group (RG)
  - Racing Industry (R)

- Horse codes (H)
- Initially packaged at AQF level 3 (3)
- Tenth unit in the numerical sequence (10)
- First version of the competency (A)

Summary of Units of Competency

Horse Code Units

Horse Codes					
Unit Code	**Unit Title**	**AQF Qualification**			
		I	**II**	**III**	**IV**	**Dip.**
RGRH101A	Introduction to Occupational Health and Safety procedures	X				
RGRH102A	Catch groom and handle horses safely under supervision	X				
RGRH103A	Prepare for work in the horse codes of the racing industry	X				
RGRH104A	Perform basic stable duties	X				
RGRH205A	Perform basic riding or driving tasks		X			
RGRH206A	Apply Occupational Health and Safety procedures in horse codes		X	X	X	X
RGRH207A	Handle horses safely		X	X	X	X
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry		X	X	X	X
RGRH209A	Care for horses		X	X	X	X
RGRH310A	Oversee safe handling of horses			X	X	X
RGRH311A	Apply principles of basic anatomy and physiology to horses			X	X	X
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry			X	X	X
RGRH313A	Ride or drive horses at track work			X	X	
RGRH414A	Ride or drive horses in industry regulated competition				X	
RGRH415A	Manage personal and business affairs				X	

RGRH416A	Apply principles of sports science to jockeys				X	
RGRH317A	Maintain horses in a healthy state and safe environment			X	X	X
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds			X	X	X
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds			X	X	X
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds				X	X
RGRH421A	Manage the education of standardbreds or thoroughbreds				X	X
RGRH422A	Train and race standardbreds or thoroughbreds				X	X
RGRH423A	Evaluate training and racing programs of standardbreds or thoroughbreds				X	X
RGRH424A	Manage and perform administrative activities associated with racing horses				X	X
RGRH425A	Manage maintenance and security of a training establishment				X	X
RGRH426A	Manage finances for a horse training establishment				X	X
RGRH427A	Manage staff and/or self for horse trainers				X	X
RGRH528A	Manage and promote a training and racing business					X
RGRH529A	Manage security of staff and property for racing stables					X
RGRH530A	Manage business planning processes for training establishments					X
RGRH531A	Manage and organise for effectiveness and efficiency in a training establishment					X

Greyhound Code Units

Greyhound Code

Unit Code	Unit Title	AQF Qualification				
		I	II	III	IV	Dip.
RGRG101A	Introduction to Occupational Health and Safety Procedures	X				
RGRG102A	Handle and control greyhounds safely	X				
RGRG103A	Prepare for work in the greyhound code of the racing industry	X				
RGRG104A	Perform basic kennel duties	X				
RGRG205A	Apply Occupational Health and Safety procedures in greyhound code		X	X		
RGRG206A	Handle greyhounds safely		X	X		
RGRG207A	Work effectively in the greyhound code of the racing industry		X	X		
RGRG208A	Care for greyhounds		X	X		
RGRG309A	Maintain greyhounds in a healthy state and safe environment			X		
RGRG310A	Apply principles of basic anatomy and physiology to greyhounds			X		
RGRG311A	Determine nutritional requirements for greyhounds			X		
RGRG312A	Assess health and first aid for greyhounds			X		
RGRG313A	Plan training and racing programs for greyhounds			X		
RGRG314A	Manage the education of greyhounds			X		
RGRG315A	Train and race greyhounds			X		
RGRG316A	Evaluate training and racing programs of greyhounds			X		
RGRG317A	Manage and perform administrative activities associated with racing greyhounds			X		
RGRG318A	Manage maintenance and			X		

	security of a greyhound training establishment						
RGRG319A	Manage finances for a greyhound training establishment			X			
RGRG320A	Manage staff and/or self for greyhound trainers			X			

Racing Industry Qualification Structure

National Qualification Code	National Qualification Title
RGR10102	Certificate I in Racing (Stablehand)
RGR10202	Certificate I in Racing (Greyhound Attendant)
RGR20102	Certificate II in Racing (Stablehand)
RGR20202	Certificate II in Racing (Greyhound Owner Trainer)
RGR30102	Certificate III in Racing (Trackrider)
RGR30202	Certificate III in Racing (Advanced Stablehand)
RGR30302	Certificate III in Racing (Harness Owner Trainer)
RGR30402	Certificate III in Racing (Harness Driver)
RGR30502	Certificate III in Racing (Greyhound Trainer)
RGR40102	Certificate IV in Racing (Thoroughbred Owner Trainer)
RGR40202	Certificate IV in Racing (Jockey)
RGR40302	Certificate IV in Racing (Advanced Harness Driver)
RGR40402	Certificate IV in Racing (Harness Trainer)
RGR50102	Diploma in Racing (Thoroughbred Trainer)

The Racing Industry Project Steering Group has supported a combined fully nested and pre-requisite model of packaging competencies as qualification outcomes within the Racing Industry Training Package. All qualifications, (except Certificate I Greyhound Attendant) utilise a core and elective model for packaging competencies.

A Certificate II in Racing (Stablehand) and Certificate III in Racing (Advanced Stablehand), must contain a statement as follows:

"This qualification was achieved under the conditions operating in the thoroughbred code of the racing industry." OR

"This qualification was achieved under the conditions operating in the harness code of the racing industry.

Statements of Attainment involving units from Certificate II in Racing (Stablehand) and Certificate III in Racing (Advanced Stablehand), must contain a statement as follows:

" These units were achieved under the conditions operating in the thoroughbred code of the racing industry." OR

" These units were achieved under the conditions operating in the harness code of the racing industry."

Qualifications Structure (Thoroughbred Trainer)

		Completion of 8 core units of competency *plus* 1 elective	Completion of 4 core units of competency *plus* 2 electives
	Completion of 6 core units of competency *plus* 1 elective	Completion of Certificate II, *plus* 5 units from Certificate III is a pre-requisite for Certificate IV in Racing (Thoroughbred Owner Trainer)	Completion of Certificate IV is a pre-requisite for Diploma in Racing (Thoroughbred Trainer)
Completion of 4 core units of competency *plus* 1 elective	Completion of 4 core units from Certificate II is a pre-requisite for Certificate III in Racing Advanced Stablehand		
Certificate II in Racing (Stable hand)	Certificate III in Racing (Advanced Stablehand)	Certificate IV in Racing (Thoroughbred Owner Trainer)	Diploma in Racing (Thoroughbred Trainer)

Qualifications Structure (Jockey)

		Completion of 3 core units of competency *plus* 2 electives
	Completion of 3 core units of competency *plus* 2 electives	Completion of Certificate II and 4 units (including RGRH313A - Ride or drive horses at trackwork) from the Certificate III is a pre-requisite for Certificate IV in Racing (Jockey)
Completion of 4 Core units of Competency *plus* 1 elective	Completion of 5 units (including RGRH205A - Basic riding) from Certificate II is a pre-requisite for Certificate III in Racing (Trackrider)	
Certificate II in Racing (Stablehand)	**Certificate III in Racing (Track Rider)**	**Certificate IV in Racing (Jockey)**

Qualifications Structure (Advanced Harness Driver)

Certificate II in Racing (Stablehand)	Certificate III in Racing (Harness Driver)	Certificate IV in Racing (Advanced Harness Driver)
		Completion of 2 core units of competency *plus* 2 electives
	Completion of 5 core units of competency *plus* 2 electives	Completion of Certificate III is a pre-requisite for Certificate IV in Racing (Advanced Driver)
Completion of 4 core units of competency *Plus* 1 elective	Completion of 5 units (including RGRH205A - Perform basic riding or driving tasks) from the Certificate II is a pre-requisite for Certificate III in Racing (Harness Driver)	

Qualifications Structure (Trackrider)

	Completion of 3 core units of competency *plus* 2 electives
Completion of 4 core units of competency *plus* 1 elective	Completion of the 5 units (including RGRH205A - Perform riding or driving tasks) from Certificate II is a pre-requisite for Certificate III in Racing (Trackrider)
Certificate II in Racing (Stablehand)	**Certificate III in Racing (Trackrider)**

Qualifications Structure (Greyhound Trainer)

		Completion of 9 core units of competency *plus* 1 elective
	Completion of 4 core units of competency *plus* 2 electives	Completion of four core units from Certificate II in Racing (Greyhound Owner Trainer) is a pre-requisite for Certificate III in Racing (Greyhound Trainer)
Completion of 4 core units of competency	No pre-requisites	
Certificate I in Racing (Greyhound Attendant)	**Certificate II in Racing (Greyhound Owner Trainer)**	**Certificate III in Racing (Greyhound Trainer)**

New Apprenticeship Pathways

New Apprenticeship pathways are applicable to:

RGR20102	Certificate II in Racing (Stablehand)
RGR20202	Certificate II in Racing (Greyhound Owner Trainer)
RGR30102	Certificate III in Racing (Trackrider)
RGR30202	Certificate III in Racing (Advanced Stablehand)
RGR30302	Certificate III in Racing (Harness Owner Trainer)
RGR30402	Certificate III in Racing (Harness Driver)
RGR30502	Certificate III in Racing (Greyhound Trainer)
RGR40102	Certificate IV in Racing (Thoroughbred Owner Trainer)
RGR40202	Certificate IV in Racing (Jockey)
RGR40302	Certificate IV in Racing (Advanced Harness Driver)
RGR40402	Certificate IV in Racing (Harness Trainer)
RGR50102	Diploma in Racing (Thoroughbred Trainer)

Pathways to Racing Industry Qualifications

Recognition of Prior Learning for persons with relevant Training and/or industry experience including VET in Schools in Programs

Diploma in Racing
Thoroughbred Trainer

Certificate IV in Racing
Jockey
Advanced Harness Driver
Harness Trainer
Thoroughbred Owner Trainer

Certificate III in Racing
Trackrider
Advanced Stablehand
Harness Driver
Harness Owner Trainer
Greyhound Trainer

Certificate II in Racing
Stablehand
Greyhound Owner Trainer

Trainees with industry experience or qualifications

Certificate I in Racing
Greyhound Attendant
Stablehand
Entry to Industry

Trainees without industry experience or qualifications

Relevant Qualifications from other Training Packages

For occupations in the racing industry that are not covered by this training package relevant qualifications may be accessed from other Training Packages.

Racing Industry Occupations	Relevant Training Packages
Racing Club Administration	BSB01 Administration Training Package BSB01 Business Services Training Package
Finance Manager/Officer	FNB99 Financial Services Training Package
Human Resources Manager/Officer	BSB01 Business Services Training Package

Marketing Manager/Officer	BSB01 Business Services Training Package
Training Manager	BSZ98 Training Package for Assessment and Workplace Training
	BSB01 Business Services Training Package
Thoroughbred Breeder	RUA98 Agriculture Training Package

Qualification Requirements

* denotes optional elective

Qualification Code and Title	Pre-requisite Units	Core Units	Elective Units	Total Units for Qual.
RGR10102 Certificate I in Racing Stablehand	N/A	4	1 *	4
RGR10202 Certificate I in Racing Greyhound Attendant	N/A	4	0	4
RGR20102 Certificate II in Racing Stablehand	N/A	4	1	5
RGR20202 Certificate II in Racing Greyhound Owner Trainer	N/A	4	2	6
RGR30102 Certificate III in Racing Thoroughbred Trackrider	5	3	2	10
RGR30202 Certificate III in Racing Advanced Stablehand	4	6	1	11
RGRH30301 Certificate III in Racing Harness Owner Trainer	4	6	2	12
RGRH30401 Certificate III in Racing Harness Driver	5	5	2	12
RGR30502 Certificate III in Racing Greyhound Trainer	4	9	1	14
RGR40102 Certificate IV in Racing Thoroughbred Owner Trainer	10	8	1	19
RGR40202 Certificate IV in Racing Jockey	9	3	2	14
RGR40302 Certificate IV in Racing Advanced Harness Driver	12	2	2	16
RGR40402 Certificate IV in Racing Harness Trainer	13	6	2	21
RGR50102 Diploma in Racing	18	4	2	24

Thoroughbred Trainer				

Qualifications

RGR10102 Certificate I in Racing (Stablehand)

Descriptor	The Certificate I in Racing (Stablehand) provides an avenue for pre-employment training for students in schools who are contemplating employment in the entry-level occupation of stable hand. These Trainee stablehands demonstrate basic practical skills and work under constant supervision with horses that are well educated, tractable and docile. Riding and driving skills can be acquired via an optional elective.
	A stablehand is a person who is employed in a thoroughbred or harness racing stable and whose prime function is to care for the horses and to meet their individual needs of feeding, grooming, and keeping the environment safe, clean, and hygienic. The stable hand at the AQF 1 level works under the direction of a trainer or stable foreman in performing routine tasks and only handles horses that are "well educated" and tractable. The stable hand is responsible for passing on messages and information to others in the stable.
Entry Advice	The learner's language, literacy and numeracy skills are expected to be equivalent to level 2 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.
	Reading.
	A learner will be able to read and interpret short simple texts and locate specific information relating to familiar contexts in a text that may contain data in simple graphic, diagrammatic, formatted or visual form.
	Writing.
	A learner will be able to write about a familiar topic using simple sentence structure and complete forms or write notes using factual or personal information relating to familiar contexts.
	Oral communication.
	A learner will be able to elicit and give factual information or personal details, take part in short interpersonal exchanges, clarify meaning and maintain interaction to establish, maintain and develop relationships, explore issues or problem solve.
	Numeracy and Mathematics.
	A learner will be able to select and use straightforward mathematical actions in familiar and predictable contexts, either manually and/or using a calculator. They would also be able to use estimation and prior experience to check the reasonableness of the outcomes and use some symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing Features of Certificate I

Characteristics of competencies at this level include:	Competencies enable an individual to:
Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which would be routine and predictable; and	Perform a sequence of routine tasks given clear direction
	Demonstrate knowledge by recall in a narrow range of areas
Applications may include a variety of employment related skills including preparatory access and participation skills, broad based induction skills and/or specific workplace skills. They may also include participation in a team or work group.	Demonstrate basic practical skills such as the use of relevant tools
	Receive and pass on messages and information

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate I in Racing (Stablehand):

- **4 or more units :**
    - **4 Core units**
        Core (refer to the unit list at the end of this section)
    - **and between 0 and 1 unit from Optional Electives (if seeking riding or driving skills)**
        Electives (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH101A	Introduction to Occupational Health and Safety Procedures
RGRH102A	Catch, groom and handle horses safely under supervision
RGRH103A	Prepare for work in the horse codes of the racing industry
RGRH104A	Perform basic stable duties

ELECTIVE UNITS

Electives

Code	Title
RGRH205A	Perform basic riding or driving tasks

RGR10202 Certificate I in Racing (Greyhound Attendant)

Descriptor

The Certificate I in Racing (Greyhound Attendant) provides an avenue for pre-employment training for students in schools who are contemplating employment in the entry-level occupation of Greyhound Owner Trainer.

This person is employed by a greyhound racing kennel to care for and meet the individual needs of greyhounds including the undertaking of tasks such as feeding, exercising, and keeping the environment safe, clean and hygienic. This person works under the direction of a greyhound trainer to perform routine tasks and demonstrate basic practical skills.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 2 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading.

A learner will be able to read and interpret short simple texts and locate specific information relating to familiar contexts in a text that may contain data in simple graphic, diagrammatic, formatted or visual form.

Writing.

A learner will be able to write about a familiar topic using simple sentence structure and complete forms or write notes using factual or personal information relating to familiar contexts.

Oral communication.

A learner will be able to elicit and give factual information or personal details, take part in short interpersonal exchanges, clarify meaning and maintain interaction to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics.

A learner will be able to select and use straightforward mathematical actions in familiar and predictable contexts, either manually and/or using a calculator. They would also be able to use estimation and prior experience to check the reasonableness of the outcomes and use some symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing Features of Certificate I
Characteristics of competencies at this level include:	Competencies enable an individual to:
Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which would be routine and predictable; and	Perform a sequence of routine tasks given clear direction
	Demonstrate knowledge by recall in a narrow range of areas
	Demonstrate basic practical skills such as the use of relevant tools
Applications may include a variety of employment related skills including preparatory access and participation skills, broad based	Receive and pass on messages and information

induction skills and/or specific workplace skills. They may also include participation in a team or work group.	

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate I in Racing (Greyhound Attendant):

- **4 Core units**
   Core (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRG101A	Introduction to Occupational Health and Safety Procedures
RGRG102A	Handle and control greyhounds safely
RGRG103A	Prepare for work in the greyhound code of the racing industry
RGRG104A	Perform basic kennel duties

RGR20102 Certificate II in Racing (Stablehand)

Descriptor

The Certificate II in Racing (Stablehand) reflects the role of employees who work under supervision and in known routines but with a defined amount of responsibility and limited judgement.

A stable hand is a person who is employed in a thoroughbred or harness racing stable and whose prime function is to care for the animals and to meet their individual needs of feeding, grooming, exercising, transporting, and keeping the environment safe clean and hygienic. In a harness racing stable the stablehand cares for standardbred horses. In a thoroughbred racing stable the stablehand cares for thoroughbreds. The stable hand works under the direction of a trainer or stable foreman but is also able to act autonomously in certain situations requiring solutions to a limited range of problems or work as part of a team.

It should be noted that duties involve caring for highly-strung expensive animals that can easily injure themselves or their handlers. There is therefore a degree of responsibility as well as a duty of care involved in the work. There will be occasions when a stable hand will be in sole charge of an animal in situations where a danger exists to the animal, the handler, or the general public, such as unloading from a float or leading on a racecourse.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 2 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading.

A learner will be able to read and interpret short simple texts and locate specific information relating to familiar contexts in a text that may contain data in simple graphic, diagrammatic, formatted or visual form.

Writing.

A learner will be able to write about a familiar topic using simple sentence structure and complete forms or write notes using factual or personal information relating to familiar contexts.

Oral communication.

A learner will be able to elicit and give factual information or personal details, take part in short interpersonal exchanges, clarify meaning and maintain interaction to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics.

A learner will be able to select and use straightforward mathematical actions in familiar and predictable contexts, either manually and/or using a calculator. They would also be able to use estimation and prior experience to check the reasonableness of the outcomes and use some symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate II
Characteristics of competencies at this level include:	Competencies enable an individual to:

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes;	Demonstrate basic operational knowledge in a moderate range of areas
	Apply a defined range of skills
Breath, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied; and	Apply known solutions to a limited range of predictable problems
	Perform a range of tasks where choice between a limited range of options is required
	Assess and record information from varied sources
Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.	Take limited responsibility for own outputs in work and learning

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

<u>To achieve a Certificate II in Racing (Stablehand):</u>

- **5 units :**
    - **4 Core units**
      Core (refer to the unit list at the end of this section)
    - ***and* 1 unit from Electives**
      Electives (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses

ELECTIVE UNITS

Electives

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH310A	Oversee safe handling of horses

RGR20202 Certificate II in Racing (Greyhound Owner Trainer)

Descriptor

The Certificate II in Racing (Greyhound Owner Trainer) reflects the role of those who follow known routines with a defined amount of responsibility and judgement for their own affairs.

An Owner Trainer is responsible for the safe handling and control of the greyhound under race and trial conditions. Duties involve care in handling and boxing greyhounds. The greyhound owner trainer demonstrates basic operational knowledge to a defined range of skills and applies known solutions to a limited range of problems.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 2 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret short simple texts and locate specific information relating to familiar contexts in a text that may contain data in simple graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to write about a familiar topic using simple sentence structure and complete forms or write notes using factual or personal information relating to familiar contexts.

Oral communication. A learner will be able to elicit and give factual information or personal details, take part in short interpersonal exchanges, clarify meaning and maintain interaction to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and use straightforward mathematical actions in familiar and predictable contexts, either manually and/or using a calculator. They would also be able to use estimation and prior experience to check the reasonableness of the outcomes and use some symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate II
Characteristics of competencies at this level include:	Competencies enable an individual to:
Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes;	Demonstrate basic operational knowledge in a moderate range of areas
	Apply a defined range of skills
Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied; and	Apply known solutions to a limited range of predictable problems
	Perform a range of tasks where choice between a limited range of options is required
	Assess and record information from varied sources
	Take limited responsibility for own outputs in work and learning
Applications may include some complex or	

non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.	

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Racing (Greyhound Owner Trainer):

- **6 units :**
    - **4 Core units**
        Core (refer to the unit list at the end of this section)
    - **and 2 units from Electives**
        Electives (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRG205A	Apply Occupational Health and Safety procedures in greyhound codes
RGRG206A	Handle greyhounds safely
RGRG207A	Work effectively in the greyhound code of the racing industry
RGRG208A	Care for greyhounds

ELECTIVE UNITS

Electives

Code	Title
RGRG309A	Maintain greyhounds in a healthy state and safe environment
RGRG310A	Apply principles of basic anatomy and physiology to greyhounds
RGRG311A	Determine nutritional requirements for greyhounds
RGRG312A	Assess health and first aid for greyhounds
RGRG313A	Plan training and racing programs for greyhounds

RGR30102 Certificate III in Racing (Thoroughbred Trackrider)

Descriptor

The Certificate III in Racing (Trackrider) reflects the role of employees such as trackriders who work independently with limited supervision in a defined range of varied contexts that may be complex and non- routine.

A trackrider is a person who is employed to exercise thoroughbred horses on the instruction of a trainer. The duties require judgment and the ability to communicate information concerning horse health, performance and temperament accurately to the trainer as well as high level riding skills and ability to interpret and relay information covering a variety of circumstances. This expert advice is critical as it is relied upon in the future training and racing program of the horse.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate III
Characteristics of competencies at this level include:	Competencies enable an individual to:
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;	Demonstrate some relevant theoretical knowledge
	Apply a range of well developed skills
	Apply known solutions to a variety of predictable problems
	Perform processes that require a range of well developed skills where some discretion and judgement is required
Breadth, depth and complexity of knowledge and competencies would cover selection,	Interpret available information, using discretion and judgement

adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and	Take responsibility for own outputs in work and learning
	Take limited responsibility for the output of others
Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.	

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Racing (Thoroughbred Trackrider):

- **10 units :**
    - **3 Core units**
       Core (refer to the unit list at the end of this section)
    - *and* **2 units from Electives**
       Electives (refer to the unit list at the end of this section)
    - *and* **5 Pre-requisites**
       Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH313A	Ride or drive horses at track work

ELECTIVE UNITS

Electives

Code	Title
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds
SRSCOP020A	Develop a personal financial plan
SRXIND004A	Establish and maintain an effective industry network

Pre-requisites

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses

RGR30202 Certificate III in Racing (Advanced Stablehand)

Descriptor

The Certificate III in Racing (Advanced Stablehand) reflects the role of persons who work independently with limited supervision in a range of areas across a defined range of skills where they are required to use judgement, interpret information, apply solutions to various problems and be responsible for their own outputs.

An advanced stable hand (sometimes referred to as stable foreman) is a person who is in charge of daily operations in a thoroughbred or harness racing stable. In a harness racing stable the stablehand cares for standardbred horses. In a thoroughbred racing stable the stablehand cares for thoroughbreds. The advanced stable hand works to the delegated instructions of a trainer who has overall responsibility for the enterprise. There is a degree of autonomy within the delegation, eg. An advanced stable hand is permitted under the Rules of Racing to act for the trainer on race days. An advanced stablehand directs and co-ordinates one or more stablehands when operating as a foreman in the stable environment.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System established by ANTA and the federal government which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate III
Characteristics of competencies at this level include:	Competencies enable an individual to:
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;	Demonstrate some relevant theoretical knowledge Apply a range of well developed skills Apply known solutions to a variety of predictable problems Perform processes that require a range of well developed skills where some discretion

Breadth, depth and complexity of knowledge and competencies would cover selection, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.	and judgement is required Interpret available information, using discretion and judgement Take responsibility for own outputs in work and learning Take limited responsibility for the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Racing (Advanced Stablehand):

- **11 units :**
    - **6 Core units**
      Core (refer to the unit list at the end of this section)
    - *and* **1 unit from Electives**
      Electives (refer to the unit list at the end of this section)
    - *and* **4 Pre-requisites**
      Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds

ELECTIVE UNITS

Electives

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds

Pre-requisites

Code	Title
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses

RGR30302 Certificate III in Racing (Harness Owner Trainer)

Descriptor

The Certificate III in Racing (Harness Owner Trainer) reflects the role of persons who are responsible for organising their own work as well as leading others in routine tasks. A range of well-developed skills involving judgement and problem solving with some theoretical knowledge is required.

A Harness Owner Trainer is a person who trains harness horses for races, trials, and exercise workouts. This occupation requires the basic skills of a trainer and usually involves the care and training of a small number of horses owned by the trainer and prepared for racing as a non- commercial trainer in restricted events.

A Harness Owner Trainer is required to interpret information and have an ability to assess performance and form. This requires understanding of anatomy, physiology, and health of the horse applied in the context of a competitive environment. The trainer is responsible for the care and maintenance and racing performance of his/her own horses.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (if relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be inter-related. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate III
Characteristics of competencies at this level include:	Competencies enable an individual to:
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time	Demonstrate some relevant theoretical knowledge
	Apply a range of well developed skills
	Apply known solutions to a variety of predictable problems
	Perform processes that require a range of well developed skills where some discretion

constraints;	and judgement is required
Breadth, depth and complexity of knowledge and competencies would cover selection, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and	Interpret available information, using discretion and judgement
	Take responsibility for own outputs in work and learning
Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.	Take limited responsibility for the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Racing (Harness Owner Trainer):

- **12 units :**
  - **6 Core units**
      Core (refer to the unit list at the end of this section)
  - ***and* 2 units from Electives**
      Electives (refer to the unit list at the end of this section)
  - ***and* 4 Pre-requisites**
      Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds

ELECTIVE UNITS

Electives

Code	Title
RGRH313A	Ride or drive horses at track work
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
RGRH421A	Manage the education of standardbreds or thoroughbreds
RGRH422A	Train and race standardbreds or thoroughbreds
RGRH426A	Manage finances for a horse-training establishment

Pre-requisites

Code	Title
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses

RGR30402 Certificate III in Racing (Harness Driver)

Descriptor

The Certificate III in Racing (Harness Driver) reflects the role of persons who are responsible for organising their own work within known routines. A range of well-developed skills involving judgement and problem solving with some theoretical knowledge is required.

Industry authorities license a harness driver to compete in restricted industry- regulated competition. A range of skills in handling large animals racing at speed is required of a harness driver. Knowledge of industry rules and legal procedures is essential.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate III
Characteristics of competencies at this level include:	Competencies enable an individual to:
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;	Demonstrate some relevant theoretical knowledge
	Apply a range of well developed skills
	Apply known solutions to a variety of predictable problems
	Perform processes that require a range of well developed skills where some discretion and judgement is required
Breadth, depth and complexity of knowledge and competencies would cover selection, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of	Interpret available information, using discretion and judgement
	Take responsibility for own outputs in work and learning

specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and	Take limited responsibility for the output of others
Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.	

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

<u>To achieve a Certificate III in Racing (Harness Driver):</u>

- **12 units :**
    - **5 Core units**
        Core (refer to the unit list at the end of this section)
    - *and* **2 units from Electives**
        Electives (refer to the unit list at the end of this section)
    - *and* **5 Pre-requisites**
        Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH313A	Ride or drive horses at track work
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds
SRSCOP020A	Develop a personal financial plan

ELECTIVE UNITS

Electives

Code	Title
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds

Pre-requisites

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses

RGR30502 Certificate III in Racing (Greyhound Trainer)

Descriptor

The Certificate III in Racing (Greyhound Trainer) reflects the role of independently employed persons who are responsible for organising their own work as well as leading others and planning for and carrying out non-routine tasks.

A Greyhound Trainer is a person who operates a greyhound training business and is registered as a public trainer to train greyhounds for outside owners and syndicates. The trainer is responsible for the care and maintenance and racing performance of the greyhounds. A trainer at this level has developed a sound knowledge of all aspects of the greyhound code and has acquired competencies that enable performance of all tasks and duties associated with running a greyhound-training establishment including interpreting information, performing processes where judgement and discretion is required and having responsibility for self and others.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate III
Characteristics of competencies at this level include:	Competencies enable an individual to:
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;	Demonstrate some relevant theoretical knowledge
	Apply a range of well developed skills
	Apply known solutions to a variety of predictable problems
Breadth, depth and complexity of knowledge	Perform processes that require a range of well developed skills where some discretion and judgement is required

and competencies would cover selection, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.	Interpret available information, using discretion and judgement Take responsibility for own outputs in work and learning Take limited responsibility for the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Racing (Greyhound Trainer):

- **14 units :**
  - **9 Core units**
    Core (refer to the unit list at the end of this section)
  - **and 1 unit from Electives**
    Electives (refer to the unit list at the end of this section)
  - **and 4 Pre-requisites**
    Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRG309A	Maintain greyhounds in a healthy state and safe environment
RGRG310A	Apply principles of basic anatomy and physiology to greyhounds
RGRG311A	Determine nutritional requirements for greyhounds
RGRG312A	Assess health and first aid for greyhounds
RGRG313A	Plan training and racing programs for greyhounds
RGRG314A	Manage the education of greyhounds
RGRG315A	Train and race greyhounds
RGRG316A	Evaluate training and racing programs of greyhounds
RGRG317A	Manage and perform administrative activities associated with racing greyhounds

ELECTIVE UNITS

Electives

Code	Title
RGRG318A	Manage maintenance and security of a greyhound training establishment
RGRG319A	Manage finances for a greyhound training establishment
RGRG320A	Manage staff and/or self for greyhound trainers

Pre-requisites

Code	Title
RGRG205A	Apply Occupational Health and Safety procedures in greyhound codes
RGRG206A	Handle greyhounds safely
RGRG207A	Work effectively in the greyhound code of the racing industry
RGRG208A	Care for greyhounds

RGR40102 Certificate IV in Racing (Thoroughbred Owner Trainer)

Descriptor

The Certificate IV in Racing (Thoroughbred Owner Trainer) reflects the role of independently employed persons who are responsible for organising their own work as well as leading others and planning for and carrying out tasks of complex and non-routine functions.

A Thoroughbred Owner Trainer is a person who is licensed to operate a business that trains horses that are owned by the trainer or the trainer's family for the purpose of competing in industry-regulated events. The trainer is responsible for the care and maintenance and racing performance of the animals. A trainer at this level has developed a sound knowledge of all aspects of the industry and has acquired competencies, which enable performance of all tasks and duties associated with running a racing establishment including management of staff, finances and equipment. The trainer is required to solve unpredictable problems by analysis and evaluation of information and demonstrate broad knowledge in a variety of contexts.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate IV
Characteristics of competencies at this level include: Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of some leadership and guidance to others in the application and planning of the skills;	Competencies enable an individual to; Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts Apply solutions to a defined range of unpredictable problems Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature; and Applications involve responsibility for, and limited organisation of, others.	Identify, analyse and evaluate information from a variety of sources Take responsibility for own outputs in relation to specified quality standards Take limited responsibility for the quantity and quality of the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

<u>To achieve a Certificate IV in Racing (Thoroughbred Owner Trainer):</u>

- **9 units :**
  - **8 Core units**
    Core (refer to the unit list at the end of this section)
  - *and* **1 unit from Electives**
    Electives (refer to the unit list at the end of this section)

- *and* **Complete the Pre-requisites:**
  - **the completion of Certificate II**
  - *and* **5 units from the Certificate III Pre-requisites**
    Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRG423A	Evaluate training and racing programs for standardbreds or thoroughbreds
RGRG426A	Manage finances for a horses training establishment
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
RGRH421A	Manage the education of standardbreds or thoroughbreds
RGRH422A	Train and race standardbreds or thoroughbreds
RGRH424A	Manage and perform administrative activities associated with racing horses
RGRH425A	Manage maintenance and security of a training establishment
RGRH427A	Manage staff and/or self for horse trainers

ELECTIVE UNITS

Electives

Code	Title
RGRH528A	Manage and promote a training and racing business
RGRH529A	Manage security of staff and property for racing stables
RGRH530A	Manage business-planning processes for training establishments
RGRH531A	Manage and organise for effectiveness and efficiency in a training establishment

Pre-requisites

Code	Title
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds

RGR40202 Certificate IV in Racing (Jockey)

Descriptor

The Certificate IV in Racing (Jockey) reflects the role of independently employed persons who are responsible for organising their own work.

A jockey is an independent professional sportsperson licensed by the industry authorities to compete in industry-regulated competition. The jockey contracts riding services on a daily basis to owners and trainers. A jockey possesses the highest level of race riding and horse handling skills that require application of problem solving skills to unpredictable problems. As some of a jockey's income is derived from percentages of stake money the jockey must compete with peers to obtain the best mounts. This requires marketing and communication skills and the ability to operate autonomously in the choice of mounts, trainers, and venues.

A jockey is required to exhibit a high degree of decision-making skill during races, to exercise judgment when choosing mounts and have an ability to assess form and discriminate between mounts. The communication of performance and fitness of the horse to trainers and owners at the end of a race is a critical part of the jockey's role.

This requires in-depth understanding of anatomy, physiology, and health of the horse applied in the context of a competitive environment. Jockey is one of the few occupations where there is an absolute restriction on the weight of the participant, a requirement for a high degree of physical fitness and a constant reliance on performance to obtain income. It is also an occupation where non-adherence to rules or poor performance can result in fines or suspensions from riding.

Consequently, knowledge of rules and legal procedures is essential and the ability to defend reputation and livelihood in stewards' inquiries is an important requirement for a jockey. As racing is conducted at a wide range of local, national and international venues a jockey is required to identify, analyse and evaluate information from a variety of sources.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate IV
Characteristics of competencies at this level include: Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of some leadership and guidance to others in the application and planning of the skills; Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature; and Applications involve responsibility for, and limited rganization of, others.	Competencies enable an individual to; Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts Apply solutions to a defined range of unpredictable problems Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas Identify, analyse and evaluate information from a variety of sources Take responsibility for own outputs in relation to specified quality standards Take limited responsibility for the quantity and quality of the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

<u>To achieve a Certificate IV in Racing (Jockey):</u>

- **14 units :**
    - **3 Core units**
        Core (refer to the unit list at the end of this section)
    - ***and* 2 units from Electives**
        Electives (refer to the unit list at the end of this section)
    - ***and* 9 Pre-requisites**
        Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH414A	Ride or drive horses in industry-regulated competition
RGRH415A	Manage personal and business affairs
RGRH416A	Apply principles of sports science to jockeys

ELECTIVE UNITS

Electives

Code	Title
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
RGRH424A	Manage and perform administrative activities associated with racing horses
SRSCOA006A	Implement the fundamental principles of sports psychology
SRSCOA007A	Provide information about the fundamental principles of eating for peak performance
SRSCOP026A	Implement and evaluate a time management plan
SRXCLS004A	Provide advice in order to meet current and anticipated client requirements

Pre-requisites

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH313A	Ride or drive horses at track work
RGRH317A	Maintain horses in a healthy state and safe environment

RGR40302 Certificate IV in Racing (Advanced Harness Driver)

Descriptor

The Certificate IV in Racing (Advanced Harness Driver) reflects the role of independently employed persons who are responsible for organising their own work and the outputs generated and are able to identify, analyse and evaluate information from a variety of sources.

The Harness Driver is an independent professional sportsperson licensed by the industry authorities to compete in industry- regulated competition. A high degree of skill in handling large animals racing at speed is required of a harness driver and income depends on competition with peers and marketing services effectively. Knowledge of rules and legal procedures is essential.

The communication of performance and fitness of the horse to trainers and owners at the end of a race is a critical part of the harness driver's role. This requires understanding of anatomy, physiology, and health of the horse and application of problem solving skills to unpredictable problems. Harness driving is an occupation where non-adherence to rules or poor performance can result in fines or suspension.

Consequently, knowledge of rules and legal procedures is essential and the ability to defend reputation and livelihood in stewards' inquiries is important.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be inter-related. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate IV
Characteristics of competencies at this level include: Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new	Competencies enable an individual to; Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts

criteria and procedures for performing current practices, and provision of some leadership and guidance to others in the application and planning of the skills;	Apply solutions to a defined range of unpredictable problems
	Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas
Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature; and	Identify, analyse and evaluate information from a variety of sources
	Take responsibility for own outputs in relation to specified quality standards
Applications involve responsibility for, and limited organisation of, others.	Take limited responsibility for the quantity and quality of the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Racing (Advanced Harness Driver):

- **4 units :**
  - **2 Core units**
    Core (refer to the unit list at the end of this section)
  - ***and* 2 units from Electives**
    Electives (refer to the unit list at the end of this section)

- ***and* Complete the Pre-requisites (The completion of Certificate III Harness Driver is a pre-requisite and is drawn from the pre-requisite units)**
    Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH414A	Ride or drive horses in industry-regulated competition
RGRH415A	Manage personal and business affairs

ELECTIVE UNITS

Electives

Code	Title
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
SRSCOA006A	Implement the fundamental principles of sports psychology
SRSCOA007A	Provide information about the fundamental principles of eating for peak performance
SRSCOP026A	Implement and evaluate a time management plan
SRXCLS004A	Provide advice in order to meet current and anticipated client requirements

Pre-requisites

Code	Title
RGRH205A	Perform basic riding or driving tasks
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH313A	Ride or drive horses at track work
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds
SRSCOP020A	Develop a personal financial plan

RGR40402 Certificate IV in Racing (Harness Trainer)

Descriptor

The Certificate IV in Racing (Harness Trainer) reflects the role of independently employed persons who are responsible for organising their own work as well as leading others, analysing situations, and planning for and carrying out tasks of complex and non-routine functions. The trainer is responsible for the quality and quantity of the outputs of self and others.

The harness trainer trains for outside owners, generally would employ several staff, often operate interstate and have communication with owners, media and public. A thorough knowledge of rules of racing and business practice is an essential requirement for trainers.

A trainer at this level has developed a sound knowledge of all aspects of the industry and has acquired competencies, which enable performance of all tasks and duties associated with running a racing establishment including management of staff, finances and equipment. The trainer is required to solve unpredictable problems by analysis and evaluation of information and demonstrate broad industry knowledge in a variety of contexts.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Certificate IV
Characteristics of competencies at this level include: Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of some leadership and guidance to others in	Competencies enable an individual to; Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts Apply solutions to a defined range of unpredictable problems Identify and apply skill and knowledge areas to

the application and planning of the skills; Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature; and Applications involve responsibility for, and limited Organization of, others.	a wide variety of contexts with depth in some areas Identify, analyse and evaluate information from a variety of sources Take responsibility for own outputs in relation to specified quality standards Take limited responsibility for the quantity and quality of the output of others

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Racing (Harness Trainer):

- **8 units :**
  - **6 Core units**
    Core (refer to the unit list at the end of this section)
  - *and* **2 units from Electives**
    Electives (refer to the unit list at the end of this section)

- *and* **Complete the Pre-requisites(The completion of Certificate III Harness Driver is a pre-requisite and is drawn from the pre-requisite units)**
  Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
RGRH421A	Manage the education of standardbreds or thoroughbreds
RGRH422A	Train and race standardbreds or thoroughbreds
RGRH423A	Evaluate training and racing programs of standardbreds or thoroughbreds
RGRH424A	Manage and perform administrative activities associated with racing horses
RGRH425A	Manage maintenance and security of a training establishment
RGRH426A	Manage finances for a horse-training establishment
RGRH427A	Manage staff and/or self for horse trainers

ELECTIVE UNITS

Electives

Code	Title
RGRH528A	Manage and promote a training and racing business
RGRH529A	Manage security of staff and property for racing stables
RGRH530A	Manage business-planning processes for training establishments
RGRH531A	Manage and organise for effectiveness and efficiency in a training establishment
RUAAG3700HBA	Select horses for breeding
RUAAG4701HBA	Provide support for the conduct of artificial insemination procedures

Pre-requisites

Code	Title
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH313A	Ride or drive horses at track work
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds

RGR50102 Diploma of Racing (Thoroughbred Trainer)

Descriptor

The Diploma in Racing (Thoroughbred Trainer) reflects the role of persons who operate independent businesses with responsibilities for quality outputs, supervision of staff, co-ordination of groups, planning and developing strategic initiatives, and operating in a wide variety of contexts, most of which are complex and non-routine.

The thoroughbred trainer differs in degree of complexity and responsibility from the owner trainer. The scope of operation, complexity, and size of the business require higher-level skills particularly in the technical, planning and management areas. The trainer at this level trains for outside owners, generally would have a large training establishment, employ several or many staff, often operate interstate and/or internationally and have extensive demands from owners, media and public. A thorough knowledge of rules of racing and business practice is an essential requirement for trainers. The trainer at this level is required to evaluate information for planning and research purposes and apply theoretical concepts to a range of situations.

The supply of livestock is an essential part of the racing industry. Trainers are required to act for owners in advising on the purchase of livestock. This involves knowledge of pedigree, conformation and animal physiology as well as the rules relating to partnerships and syndication.

Entry Advice

The learner's language, literacy and numeracy skills are expected to be equivalent to level 3 of the National Reporting System which identifies adult English language, literacy and numeracy language indicators of competence.

Reading. A learner will be able to read and interpret texts of some complexity integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data that is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing. A learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations that are appropriate to the purpose.

Oral Communication. A learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and Mathematics. A learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts that are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

AQF Descriptor

Key Characteristics	Distinguishing features of Diploma
Characteristics of competencies at this level include: The self-directed application of knowledge and skills, with substantial depth in some	Competencies enable an individual to; Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some

areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others;	areas
	Analyse and plan approaches to technical problems or management requirements
Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination; and	Evaluate information using it to forecast for planning or research purposes
	Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
Applications involve participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.	Take responsibility for own outputs in relation to broad quantity and quality parameters
	Take limited responsibility for the achievement of group outcomes

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Diploma of Racing (Thoroughbred Trainer):

- **6 units :**
    - **4 Core units**
        Core (refer to the unit list at the end of this section)
    - ***and* 2 units from Electives**
        Electives (refer to the unit list at the end of this section)

- ***and* Complete the Pre-requisites (The completion of Certificate IV Thoroughbred Owner Trainer is a pre-requisite and is drawn from the pre-requisite units)**
    Pre-requisites (refer to the unit list at the end of this section)

CORE UNITS

Core

Code	Title
RGRH528A	Manage and promote a training and racing business
RGRH529A	Manage security of staff and property for racing stables
RGRH530A	Manage business-planning processes for training establishments
RGRH531A	Manage and organise for effectiveness and efficiency in a training establishment

ELECTIVE UNITS

Electives

Code	Title
BSBFLM501A	Manage personal work priorities and professional development
BSBFLM502A	Provide leadership in the workplace
BSBFLM503A	Establish effective workplace relationships
BSBFLM505A	Manage operational plan
RUAAG3700HBA	Select horses for breeding

Pre-requisites

Code	Title
RGRH206A	Apply Occupational Health and Safety procedures in horse codes
RGRH207A	Handle horses safely
RGRH208A	Work effectively in the thoroughbred or standardbred code of the racing industry
RGRH209A	Care for horses
RGRH310A	Oversee safe handling of horses
RGRH311A	Apply principles of basic anatomy and physiology to horses
RGRH312A	Lead and co-ordinate personnel effectively in the racing industry
RGRH317A	Maintain horses in a healthy state and safe environment
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds
RGRH319A	Assess health and first aid for standardbreds or thoroughbreds
RGRH420A	Plan training and racing programs for standardbreds or thoroughbreds
RGRH421A	Manage the education of standardbreds or thoroughbreds
RGRH422A	Train and race standardbreds or thoroughbreds
RGRH423A	Evaluate training and racing programs of standardbreds or thoroughbreds
RGRH424A	Manage and perform administrative activities associated with racing horses
RGRH425A	Manage maintenance and security of a training establishment
RGRH426A	Manage finances for a horse-training establishment
RGRH427A	Manage staff and/or self for horse trainers

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations.*

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at *www.dest.gov.au* or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations.*

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment Requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing

Participation in the industry for certain occupations are regulated by a licensing system controlled by the industry in each state. Licenses, registrations, and permits cover occupations such as jockey, trainer, kennel attendant, and harness driver.

The license enables the holder to participate in specified occupations and activities of the industry. For example, a thoroughbred trainer may be issued with an annual license or permit to train. The license may specify that the trainer can operate within a geographical area, eg: outside metropolitan areas, is restricted to training horses that are owned by the trainer, or may be non-restrictive.

The license can be revoked or cancelled by the Committee of the Racing Club at any time. The power of granting and revoking licenses effectively regulates the numbers in occupations in the industry and controls the conduct of those practicing the occupations.

The introduction of national certification for the racing industry has tended to bring the issue of licenses and qualifications closer together and many states and codes are using national qualifications or statements of attainment as mandatory requirements in the licensing process of new entrants to the industry and those seeking to upgrade licenses.

Registration of Employees

It is a requirement under the Rules of Racing for licensed trainers to make application to the Racing Club for the registration of employees. This rule covers people such as stablehands, kennel attendants, trackriders, strappers, and apprentice jockeys who are articled to the trainer. The stewards of the Club may revoke registration and registration is not dependent on qualifications.

Licensing/Registration Requirements (where applicable)

In order to conduct assessments for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart.

License/Registration	Jurisdiction	Requirements
Thoroughbred • Stablehand • Jockey • Thoroughbred Trainer	Controlling body for thoroughbred racing code established by legislation or statute in each state/territory	The relevant industry control body in each state where the assessment is conducted must approve assessors engaged in assessing qualifications or units of competency that may be used by a State Racing Authority for the purpose of licensing industry occupations. The completion of any qualification does not guarantee the issuance of a license to work in the occupations listed in column 1. Reference should be made to the relevant State Racing Authority for current licensing requirements.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
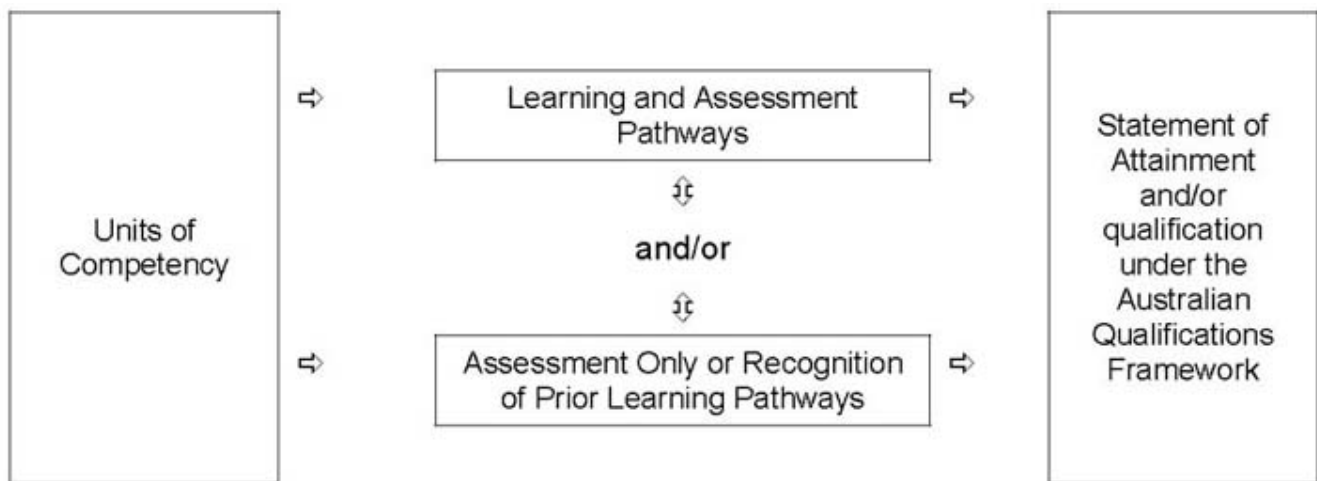
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts 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; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)

- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

7.3 **a** The RTO must ensure that assessments are conducted by a person who has:

    i the following compentecies[1] from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
        a TAAASS401A Plan and organise assessment;
        b TAAASS402A Assess competence;
        c TAAASS404A Participate in assessment validation;

    ii relevant vocational competencies, at least to the level being assessed.

  b However, if a person does not have all of the competencies in Standards 7.3 **a** (i) and the vocational competencies as defined in 7.3 **a** (ii), one person with the competencies listed in Standard 7.3 **a** (i), and one or more persons who have the competencies listed in Standard 7.3 **a** (ii) may work together to conduct assessments.

[1] A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (http://www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8   RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1   The RTO must ensure that assessments (including RPL):

i.   comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

ii.   lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

iii.   are valid, reliable, fair and flexible;

iv.   provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

v.   where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

vi.   involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

vii.   provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

viii.   are equitable for all persons, taking account of individual needs relevant to the assessment; and

ix.   provide for reassessment on appeal.

8.2   a   The RTO must ensure that RPL is offered to all applicants on enrolment

          b   The RTO must have an RPL process that:

                   i. is structured to minimise the time and cost to applicants; and
                   ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

TVET Australia Ltd
Level 21, 390 St Kilda Road
MELBOURNE VIC 3000
PO Box 12211
A'Beckectt Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9832 8100
Fax: (03) 9832 8199
Web: *www.atpl.net.au*
Email: sales@atpl.net.au

Innovation and Business Industry Skills Council
Building B, Level 2
192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, *aqf.edu.au*

Australian Quality Training Framework (AQTF) - for general information go to: *www.dest.gov.au/sectors*

Australian Quality Training Framework (AQTF) - for resources and information go to: *www.dest.gov.au*

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from *www.dest.gov.au*

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – www.ntis.gov.au *Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of *www.dest.gov.au*. Go to *www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm*

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

1   Training Package Assessment Materials Kit

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, *A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional* Development, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second

paragraph that describes its relationship with other units of competency, and any licensing requirements.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Key Competencies

The way the Key Competencies relate to the unit will be described (unless the developer has described them at the level of the qualification). The Key Competencies are described in more detail at the end of this section.

Range Statement

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The

evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved.

Key Competencies

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

1 Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

2 Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

3 Planning and organising activities

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

4 Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5 Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

6 Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

7 Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels

There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.
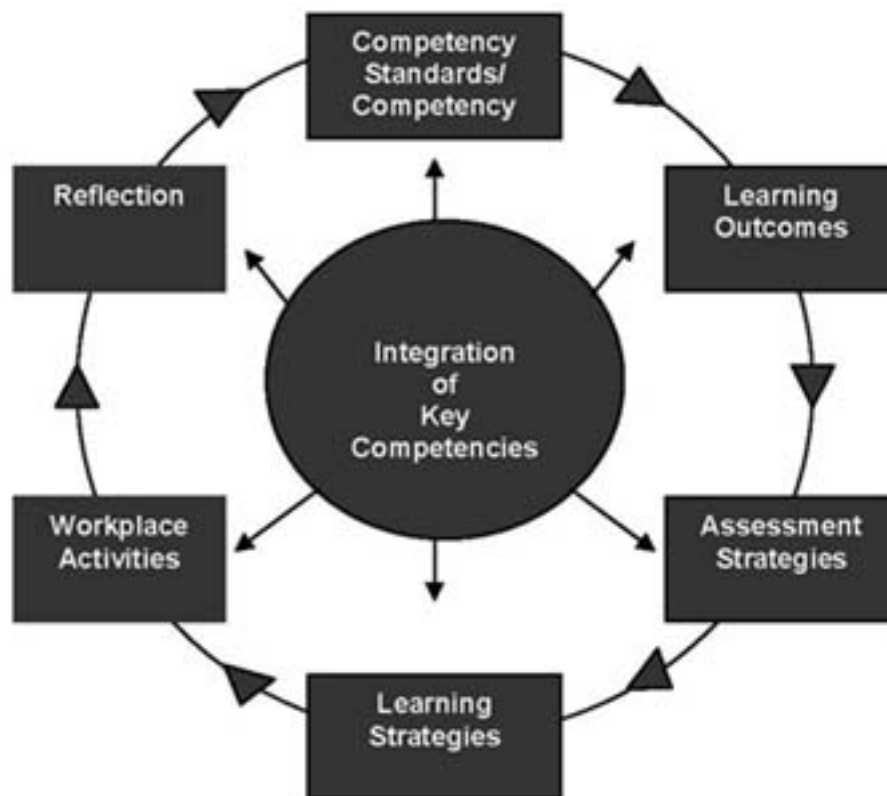
- **Performance Level 1** is concerned with the level of competence needed to *undertake* activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.
- **Performance Level 2** describes the competence needed to *manage* activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competence needed to *evaluate and reshape* processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

However, relating performance to the specific industry or workplace context may be more useful than interpreting the somewhat abstracted performance levels provided above. Where the Key Competencies are defined in the unit of competency, you will find them in a table, together with examples of their application, to help with assessment of their performance.

Also, in evaluating the level of performance for the Key Competencies, consider the performance expectations at the AQF qualification level involved.

Delivery and Assessment of Key Competencies

The Key Competencies are integral to workplace competency, and, as such must be explicitly considered in the design, customisation, delivery and assessment of vocational education and training programs as represented diagrammatically below.

RGR02 Racing Industry Training Package
Racing Training (Racing Industry Training Package)
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